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ABSTRACT

This bulletin contains the specifications for the Professional Education subtest of the Florida Teacher Certification Examination. The specifications presented are being used for the 1980-81 examinations. General information on the test includes an outline of the content base, a content base/competency matrix, and a blueprint of the test by content base and by competency. Item specifications are given for each competency tested. They provide a general descriptive rationale for the competency and also specific stimulus and response attributes generally accepted as good practice. A specification supplement is provided which outlines the content base of the examination. A bibliography of reading references for the text is provided. These references include: (1) writings on class management; (2) student development; (3) evaluating; (4) recording and reporting student progress; (5) instructional materials and objectives; and (6) learning and teaching. (JD)

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Bulletin III: The Professional Education Subtest

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THE FLORIDA TEACHER CERTIFICATION EXAMINATION

BULLETIN III: PROFESSIONAL EDUCATION SUBTEST

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TABLE OF CONTENTS

	Page
PREFACE	iii
INTRODUCTION	v
GENERAL SUBTEST INFORMATION	1
- Table 1 - Outline of Content Base for the Professional Education Subtest	2
- Table 2 - Content Base/Competency Matrix	3
- Table 3 - Blueprint-Professional Education Subtest (By Content Base Category)	4
- Table 4 - Blueprint-Professional Education Subtest (By Competency)	5
ITEM SPECIFICATIONS	7
SPECIFICATION SUPPLEMENT: Content Base - Professional Education Subtest	105
REFERENCES FOR THE PROFESSIONAL EDUCATION SUBTEST	125

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal
opportunity employer

PREFACE

Three bulletins have been developed to provide information about the Florida Teacher Certification Examination. Bulletin I describes the development of the examination and presents the specifications for each of the subtests. It also provides a list of supplemental materials and references and a set of sample items to illustrate the kind of items which will be used in the examination. Bulletin II provides specifications for the general education subtests in reading, writing, and mathematics. It presents a general description and item specifications for each item in the reading, writing, and mathematics subtest. Bulletin III provides specifications for the professional education subtest of the Florida Teacher Certification Examination. It includes a description of the content base and item specifications for each of the professional items to be included in the examination.

It is expected that faculty members of teacher education programs and students in these programs will be especially interested in Bulletin I. Teacher Education Center and School District Staff Development Directors may also find the information useful. The specific item specifications and other information in Bulletins II and III will probably be of special interest to professionals involved in program development and evaluation.

Please note that the coverage of the examination is limited to the essential generic competencies which are assessable by a written examination. There has been no attempt to cover all aspects of teacher training. Many important competencies are assessable only by direct observation and many competencies are specific to the subject matter taught or the developmental level of the students. It is also important to remember that teacher education is dynamic; it must change to reflect and incorporate new research evidence and wisdom accumulated from experience. For these reasons, even though the examination has been carefully developed and reflects the current state of knowledge and priorities for the general preparation of teachers, the specifications for the examination should not be used as the sole basis for a teacher training program.

The Department of Education encourages professionals to critique and make recommendations to improve the Florida Teacher Certification Examination. Recommendations and inquiries should be addressed to:

Florida Teacher Certification Examination
Office of Teacher Certification
Florida Department of Education
Tallahassee, Florida 32301

-Introduction-

This document, Bulletin III, contains the specifications for the Professional Education subtest of the Florida Teacher Certification Examination.

The history and early development of the examination are covered in Specifications for the Florida Teacher Certification Examination Bulletin I. Bulletin II presents a general description and item specifications for each of the general education subtests. The materials in this bulletin were developed by contractors, working under the direction of the Office of Teacher Education and Certification of the Florida Department of Education. The contractors' complete reports are on file in the Office of Teacher Certification.

The specifications presented in this bulletin are being used for the 1980-81 examinations. If changes are made in the specifications at some future date, it is anticipated that an updated bulletin will be issued.

General Subtest Information

The Professional Education Subtest will consist of 100 multiple-choice items. The distribution of items will be based on these considerations:

(1) All competencies 6-23 will be covered. Competency 8 will be addressed by the examination items related to competency subskill 9a. Competencies 6 and 19 were combined by statute.

(2) The extent of the coverage will be based on the priorities recommended by the Professional Task Force.

(3) The coverage will be based on a balance between the major categories of the content base. The categories of the content base were established by an analysis of the supplementary materials provided for item specifications for each subskill. These materials have been organized and the outline is included in this bulletin as Table 1. The subskills for each of the competencies have been cross-referenced to each of the major headings. This information appears as Table 2. Table 3 presents the test blueprint, organized by the content base categories, while Table 4 presents the test blueprint organized by competencies.

TABLE 1 - Outline of the Content Base
For The Professional Education Subtest

I. Classroom Management
- A. Principles
- B. Setting Standards for Student Behavior
  - 1. Basis for Setting Standards and Understanding Causes of Misbehavior
  - 2. Desirable Characteristics of Standards
  - 3. Legal Consideration
- C. Physical Factors Involved
- D. Safety and Emergency Procedures
- E. Involving Students

II. Development of Students
- A. Phenomena and Theories
  - 1. Scientific Method
  - 2. Developmental Phenomena
  - 3. Behavioral Phenomena
  - 4. Physical Development
  - 5. Biological Phenomena
  - 6. Cognitive Development
  - 7. Moral Development
  - 8. Personality and Emotional Phenomena
  - 9. Social Development Phenomena
  - 10. Development of Values, Attitudes and Beliefs
  - 11. Development of Self Concept
  - 12. Interpersonal, Interactional Skills
- B. Students with Special Needs
  - 1. Characteristics to be Considered
  - 2. Types of Differences

III. Evaluating, Recording and Reporting Student Progress
- A. Evaluation Procedures
  - 1. Types of Classroom Assessment Techniques
    - 1. Types of Classroom Assessment Techniques
      - a. Classification
      - b. Variables assessed by measures other than written tests
    - 2. Guidelines for Preparing Assessment Instruments
      - a. Non-test Measures
        - (1) Observational Checklists
        - (2) Rating Scales
        - (3) Anecdotal Records
      - b. Tests
        - (1) Classification by Purpose
        - (2) Selection of Test Types and/or Item Types
        - (3) Guidelines for Constructing Tests
    - 3. Uses of Assessment Data
      - a. Data Interpretation Concepts
      - b. Formative uses
      - c. Summative uses
    - 4. Diagnosis
      - a. Procedures
      - b. Characteristics of Diagnostic Tests
    - 5. Inhibitors of Performance on Assessment Devices
- B. Recording Procedures, Principles
  - 1. Individual Students
  - 2. Classes
- C. Reporting Procedures
  - 1. Individual Progress
  - 2. Class Reports
  - 3. Guidelines in Reporting Test Data for Classes
- D. Student Records
  - 1. Information in Student Records
  - 2. Issues Related to Student Records
  - 3. Access to Records

IV. Instructional Materials
- A. Sources of Instructional Materials
- B. Desired Characteristics of Materials
- C. Selection of Materials
  - 1. Considerations
  - 2. Criteria
- D. Modification of Materials

V. Instructional Objectives
- A. Purpose for Writing or Selecting Objectives
- B. Guidelines for Constructing or Adapting Objectives for Writing and Selecting
- C. Sequencing Objectives

VI. Learning and Teaching
- A. Conditions that Affect Learning
- B. Terms and Concepts
- C. Classroom Strategies
  - 1. Securing Attention
  - 2. Presenting Directions
  - 3. Establishing Rapport
  - 4. Alternative Strategies
  - 5. Use of Media
  - 6. Involvement of Students
  - 7. Arrangement of the Classroom to Facilitate Teaching and Learning
    - a. Principles
    - b. Considerations for Material Storage
    - c. Activities
  - 8. Providing for Special Needs
    - a. Use of Different Materials (see also IV D)
    - b. Use of Different Procedures
  - 9. Student-Teacher Relationships

TABLE 2 - CONTENT BASE/COMPETENCY MATRIX

Competencies/Subskills	I Classroom Management	II Development of Students	III Eval., Recording Reporting Stud. Prog.	IV Instructional Materials	V Instructional Objectives	VI Learning and Teaching
6. The ability to comprehend patterns of physical social, and academic development in students and to counsel students concerning their needs in these areas.	6d	6a, 6b, 6d	6b			6a, 6b, 6d
7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.		7e	7a,7b,7c 7d, 7e			
9. Construct and sequence related short-range objectives for a given subject area.			9a		9a,9b,9c	9c
10. Selects, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.		10a, 10c, 10d, 10e	10h	10a, 10b, 10c, 10d, 10f, 10g, 10h	10b, 10c, 10d, 10f, 10h	10a, 10b, 10c. 10d
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.		11c			11c, 11d, 11e	11b,11c,11d, 11e
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.	12a 12e,12g	12b,12g	12c,12e	12h	12b,12c	12a,12b,12c 12e,12g,12h
13. Present directions for carrying out an instructional activity.	13a			13e		13a,13e
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.			14a,14b,14c 14d,14e,14f 14g,14i		14c,14d,14f	
15. Establish a set of classroom routines and procedures for utilization and care of materials.	15c,15e,15f 15g,15h			15b,15c		15c, 15e. 15g
16. Formulate a standard for student behavior in the classroom.	16a, 16b, 16d, 16e,16c	16b,16c,16d				
17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.	17a,17b,17f	17a,17b 17c,17d				17e
18. Identify and/or develop a system for keeping records of class and individual student progress.			18a,18b 18c,18d,18e			
20. Identify and/or demonstrate behavior which reflects a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	20d	20b, 20c, 20d				
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.		21c,21d		21d		21b, 21d
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.	22d	22d				22d
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.		23b				23b

TABLE 3 BLUEPRINT, PROFESSIONAL EDUCATION SUBTEST

(By Content Base Category)

Content Base Category	Level			Totals
	Knowledge	Application	Problem Solving	
1. Classroom Management (Comptencies 6, 12, 13, 15, 16, 17, 20, 22)	1	10	9	20
2. Development of Students (Competencies 6, 10, 11, 12, 16, 17, 20, 21, 22, 23)	1	11	11	23
3. Evaluating, Recording and Reporting Student Progress (Competencies 6, 7, 10, 12, 14, 18)	2	16	1	19
4. Instructional Materials (Competencies 10, 12, 13, 15, 21)	1	6	2	9
5. Instructional Objectives (Competencies 9, 10, 11, 12, 14)		7	3	10
6. Learning and Teaching (Competencies 6, 9, 10, 11, 12, 13, 15, 17, 21, 22, 23)	2	12	5	19
TOTALS	7	62	31	100

TABLE 4 BLUEPRINT - PROFESSIONAL EDUCATION SUBTEST

(By Competency)

Competency	Content Base Categories	Level			Totals
		Knowledge	Application	Problem-Solving	
6	I, II, III, VI	1	11	3	15
7	III	1	3	2	6
9	V, VI		5		5
10	II, III, IV, V, VI	1	5	3	9
11	II, V, VI	2	6	2	10
12	I, II, III, IV, V, VI			6	6
13	I, IV, VI		2		2
14	III, V	1	6	1	8
15	I, IV	1	6	1	8
16	I, II		5	2	7
17	I, II, VI		8	1	9
18	III		5		5
20	I, II			3	3
21	II, IV, VI			5	5
22	I, II, VI			1	1
23	II, VI			1	1
Totals		7	62	31	100

ITEM SPECIFICATIONS:

PROFESSIONAL EDUCATION SUBTEST

Competency	6
Subskill	a
Item No. (If more than 1 for subskill	1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Demonstrates knowledge of basic principles of human growth and development.

GENERAL DESCRIPTION/RATIONALE

Given a description of student behavior that signifies abnormal physical growth and development or emotional maladjustment, the examinee will select the most appropriate course of action related to the situation.

Teacher candidates should be sensitive to abnormalities in physical and emotional development which call for further expert opinion and diagnosis. Secondly, they should also be familiar with the principle that physical abnormalities requiring observation by a physician take precedence over mental or emotional abnormalities.

STIMULUS ATTRIBUTES

1. The scenario should be no longer than 75 words.
2. The content of the scenario should be sufficient to clearly indicate abnormal growth and development of a student.
3. The scenario should include both physical and emotional abnormalities.
4. Physical and behavioral abnormalities should be clear departures from normal patterns of growth and development given the age and sex of the child.
5. Data may include age, sex, weight, height, classroom performance, extra-curricular activities, IQ, frequent behavior patterns, length of condition, marital status of parents, and nominal medical history.

RESPONSE ATTRIBUTES

1. The correct response suggests that the teacher encourage the parents to consult a physician.
2. One foil tells parents to treat the emotional problem first.
3. Another foil suggests that the teacher do nothing since it is typical behavior.
4. One response suggests that the teacher try to correct the problem without gathering additional information.

Specification Supplement:
II A & B

Competency 6
Subskill a
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Demonstrates knowledge of basic principles of human growth and development.

GENERAL DESCRIPTION/RATIONALE

Given a school setting or a situation calling for the application of principles of physical, social, emotional, moral and intellectual development, the examinee will identify the correct statement which demonstrates an understanding of that principle.

Teacher candidates should be able to demonstrate mastery of important principles and concepts of human development that affect learning. Concepts may be related to physical, social, intellectual and emotional growth.

STIMULUS ATTRIBUTES

1. A school setting is provided in which the examinee is asked to identify or recognize a developmental phenomenon.
2. The phenomenon may illustrate a concept or principle related to intellectual, social, emotional, physical, moral ad-adjustment.
3. A prominent theorist may be cited such as Piaget, Kohlberg, Erikson.
4. See Content Base, Section II.A for a list of suggested principles, content areas, and references.

RESPONSE ATTRIBUTES

1. The correct response is the appropriate application or explanation of the event using the principle or concept.
2. Three incorrect foils are incorrect applications of the principle or simply false statements that seem plausible.

Specification Supplement:
II A

Competency	6
Subskill	a
Item No. (If more than 1 for subskill	3

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Demonstrates knowledge of basic principles of human growth and development.

GENERAL DESCRIPTION/RATIONALE

Given a school setting and a description of a child or children in a stage of development (social, moral, or physical), the examinee will select the best course of action (i.e. response or decision) for the situation described.

Teacher candidates should be able to use principles of human growth and development to respond to students in ways that will help them to develop and mature. Teachers should also be able to recognize when students require special assistance to help them cope more effectively with the demands of learning situations.

STIMULUS ATTRIBUTES

1. The situation should be a real-life one that describes behavior typical of a stage of development of a prominent developmental theory (Freud, Erikson, Kohlberg, etc)
2. The context of the scenario should be a classroom situation.
3. The scenario calls for a teacher to respond to a problem situation.

RESPONSE ATTRIBUTES

1. The correct response is consistent with the level of development.
2. One incorrect foil is a statement below the level of the student's level of development.
3. One incorrect foil is a statement above the level of the child's development.
4. One incorrect foil may be one that attempts to maintain order or to deny an existence of a problem. It shows no attempt to relate to the child's question or statement.

Specification Supplement:
II A

Competency 6
Subskill b
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.

GENERAL DESCRIPTION/RATIONALE

Given a test result, the examinee will select the best interpretive response to communicate a test result to a child.

Teacher candidates should be able to communicate the results of tests to others in ways that are within the confidence limits of the measure and in ways that are accurate, forthright, and honest.

STIMULUS ATTRIBUTES

1. Test results can be explained in 2-3 sentences.
2. A measure of central tendency, an indicator of dispersion, and an indicator of error are provided.
3. Directions: identify the most appropriate response to explain the test result to the student.
4. Age and grade of student are provided.

RESPONSE ATTRIBUTES

1. The correct response is a statement that is written within the confidence limits of the instrument and the data given. It possesses the qualities of accuracy and succinctness.
2. One foil incorrectly explains the results in terms that are beyond the limits of the error of the test.
3. One incorrect foil goes beyond the limits of the error of the test and suggests a course of action based on the incorrect interpretation.
4. One incorrect foil is an incorrect interpretation and advised the student to ignore the result.
5. One foil may be substituted for the above that is too technical for the student or parent to understand.

Specification Supplement:
III A.3; III C

Competency 6
Subskill b
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.

GENERAL DESCRIPTION/RATIONALE

Given a scenario containing common test and observational data describing a significant problem situation which requires a major educational decision, the examinee will select the best course of action based on the information provided.

Teachers are sometimes faced with or are involved in situations calling for retaining, promoting, suspending or expelling students. Often, more information about a student is required before making such decisions. Teacher candidates should be able to recognize limitations of typical test and observational data and as a result, seek additional information from specialists before making a final decision.

STIMULUS ATTRIBUTES

1. Scenario may be 100 words in length.
2. Situation may be one of calling for a decision related to retaining, promoting, suspending, expelling, warning, or putting a student on probation.
3. The situation may be classroom performance problem or a disciplinary problem.
4. Both teacher observations and standardized test data are included.
5. The decision to be made is stated.
6. Directions: identify the best course of action based on the data provided.
7. Age, grade and sex data are provided.

RESPONSE ATTRIBUTES

1. The correct response interprets the data correctly and states a course of action appropriate for the situation.
2. All incorrect foils interpret the data correctly but make premature recommendations without acquiring additional evidence to document the extent of the problem.
3. Incorrect foils primarily address symptoms of the problem.

Specification Supplement:
III A, VI

Competency 6
Subskill b
Item No.
(If more than
1 for subskill 3

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.

GENERAL DESCRIPTION/RATIONALE

Given a scenario with test and observational data for a student in a conflict situation, the examinee will identify the most pressing need which lies at the source of the problem.

Teacher candidates should possess some basic interpretative skills in identifying needs underlying poor classroom performance from test and observational data. However, teachers should not be expected to possess the diagnostic skills of a psychologist or psychiatrist, but be able to recognize when emotional conflicts may well underlie substandard performance.

STIMULUS ATTRIBUTES

1. The scenario may require up to 100 words to fully describe the situation.
2. The subject in the scenario should be performing below expectation based on prior school performance and test data.
3. The subject is experiencing conflict between his/her own wishes and those of significant others.

RESPONSE ATTRIBUTES

1. The correct option clearly identifies the most pressing need based on the information provided in the scenario.
2. One incorrect foil identifies an inappropriate need not substantiated by the data.
3. One incorrect foil is a need based on surface phenomena and unrelated to the source of the conflict.
4. One foil is an inappropriate course of action to help the student cope with his/her conflict. There is a misunderstanding of the concept of need.

Specification Supplement:
II A, B, III A, D

Competency	6
Subskill	b
Item No. (If more than 1 for subskill	4

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.

GENERAL DESCRIPTION/RATIONALE

Given a description of normed-referenced test and observational information, the examinee will choose the alternative which best addressed the instructional needs of high, average, or low performers.

Students learn at varying rates. It is important for teacher candidates to be able to determine individual learning rates relative to a group using test and observational information. Secondly, candidates should be able to make appropriate curricular decisions based on normative information.

STIMULUS ATTRIBUTES

1. The scenario should be no longer than 75 words.
2. The scenario should include a measure of central tendency and data describing the dispersion of test scores.
3. Grade level of a class or group is included in the scenario.
4. A hypothetical assignment is consistent with the grade level.
5. The situation described in the scenario includes a group of students either above or below the norm.

RESPONSE ATTRIBUTES

1. The correct response is the most appropriate response given the data provided.
2. One incorrect foil under-interprets the data (i.e. does not recognize the severity of the situation).
3. One foil over-interprests the date (i.e. perceives the situation as being too severe).
4. One foil avoids or does not even recognize an issue exists.

Specification Supplement:
II A; III A

Competency 6
Subskill b
Item No.
(If more than
1 for subskill 5

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.

GENERAL DESCRIPTION/RATIONALE

Given a description of criterion-referenced test information, the examinee will identify the best alternative to meet the instructional needs of slower and faster performers.

Coping with mastery learning situations often presents different instructional problems than those typically found in traditional learning situations. Since Florida is adopting the use of systematic competency testing, teacher candidates should be familiar with typical instructional problems encountered in mastery learning practices. One very typical problem occurs when some students finish an assignment while still others lag far behind.

STIMULUS ATTRIBUTES

1. The scenario may require as many as 100 words to incorporate necessary information.
2. Minimum standards for mastery are stated.
3. A situation is cast in which a number of students have completed an assignment while others lag behind.
4. The classroom situation is a conventional one that does not allow for rapid acceleration.

RESPONSE ATTRIBUTES

1. The correct response presents choices for individual enrichment options to students who finish ahead of others.
2. One incorrect foil sets up an option in which slower students experience failure thus defeating the purpose of mastery learning.
3. One incorrect foil uses a gimmick to attempt to coax slower students to work harder or incur embarrassment.
4. One incorrect foil compromises standards for expediency.

Specification Supplement:
II A; III A

Competency 6
Subskill b
Item No.
(If more than
1 for subskill 6

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.

GENERAL DESCRIPTION/RATIONALE

Given a need for student information, the examinee will select the most appropriate record and/or observation technique to acquire that information.

Information from student records and common observational techniques can help a teacher to understand learning needs of students and to establish reasonable performance expectations. Therefore, teacher candidates should know the kinds and used of information commonly found in student files. Furthermore, candidates should be familiar with the uses and limitations of such information. Finally, they should be able to use observational techniques useful in the classroom such as autobiography, anecdotal records, diaries and critical incidences which assist a teacher in identifying learning needs of students.

STIMULUS ATTRIBUTES

1. A need for information is described which relates to the teaching-learning process.
2. Two or three sentences are used to describe the need.
3. The need expressed in behavioral or performance terms which signifies an anomoly.
4. The information requirement is given; e.g., to determine typical classroom performance.
5. Age, grade, and sex of a child is given.

RESPONSE ATTRIBUTES

1. The correct response is the most reliable and accurate source of information.
2. One or two incorrect foils can provide required information, but they are not as reliable as the correct foil.
3. One incorrect foil is an inappropriate source of information.
4. Personal files of the teacher, or of physicians, social workers, or guidance counselors are not an option.
5. Sources of information should be limited to contents normally found in student records or to typical observational techniques.

Specification Supplement:
III A.2a and III D

Competency 6
Subskill D
Item No. (If more than 1 for subskill 7

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing a change in a student's behavior, the examinee will select the response that deals with the behavior as an emotional and/or physical adjustment to significant changes in the student's total social and/or physical environment.

Teacher candidates should be sensitive to behavior which indicates that students are undergoing adjustments to significant changes in their lives. Often, teachers become the object of frustration and anxiety through psychologigal processes such as displacement and projection. Teachers should be able to recognize such phenomena and avoid reacting defensively or taking student criticism personally.

STIMULUS ATTRIBUTES

1. Scenario may be 75 words in length.
2. Age and sex of child is given.
3. A real life situation is described which demands adjustment.
4. Behavior is described which suggests the displacement or projection of frustration or anxiety on the teacher.

RESPONSE ATTRIBUTES

1. The correct response provides an action in which the teacher recognizes that the student's behavior is the result of frustration and anxiety.
2. One incorrect foil merely states a surface observation.
3. One incorrect foil attributes the behavior to difficulty with subject matter.
4. One incorrect foil makes an incorrect interpretation or generalization from the information provided in the scenario.

Specification Supplement:
II A; III A; III D

Competency 6
Subskill d
Item No. (If more than 1 for subskill) 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Applies motivational techniques to encourage students to be achievement-oriented and goal-directed.

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing the life circumstances of an underachieving student, the examinee will select the most appropriate motivational technique given the information provided.

Teacher candidates should be able to apply motovational techniques appropriately to help students achieve at a level commensurate with their abilities. This capability calls for teachers to be familiar with behavioral theories and paradigms, especially classical and instrumental conditioning. Teacher candidates should also be familiar with major motivational and need theories.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. Age, grade and sex data are provided.
3. Environmental context is provided.
4. An indication of primary interests and motivators is stated.
5. Classroom performance is described and the student's ability is indicated.
6. There is a discrepancy between classroom performance and academic aptitude or ability--calling for the application of motivational techniques.

RESPONSE ATTRIBUTES

1. The correct response is the description of the most appropriate motivator in the situation described.
2. One foil is incorrect due to the lack of consistent environmental reinforcers.
3. One foil is incorrect because it is inconsistent with the information provided in the scenario.
4. One foil is incorrect because it suggests punishment only.

Specification Supplement:
II

Competency 6
Subskill d
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Applies motivational techniques to encourage students to be achievement-oriented and goal-directed.

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing an inappropriate application or an omission of an important motivational technique in an individualized unit of instruction, the examinee will recognize the problem as one of a lack of proper procedures to enhance motivation and identify a better procedure.

Teacher candidates should be able to recognize an instructional problem when it relates to the inappropriate use or omission of a proper motivational principle to enhance learning.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. A situation is described in which a motivational principle is omitted or misapplied.
3. The scenario is one which concerns an individualized instructional unit.
4. Age and grade of the subject or class is provided.
5. Directions: What should the teacher have done to foster more on-task behavior?

RESPONSE ATTRIBUTES

1. The correct response uses a principle of motivation correctly.
2. Two foils mis-interpret the problem as not being a motivational one.
3. One foil applies an incorrect motivational technique.

Specification Supplement:
II

Competency	6
Subskill	d
Item No. (If more than 1 for subskill	3

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Applies motivational techniques to encourage students to be achievement-oriented and goal-directed.

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing the "off-task" or disruptive behavior of a student, the examinee will select the most appropriate motivational technique to induce more productive behavior.

Teacher candidates should be able to use motivational techniques to help "off-task" or disruptive students to become more involved in the group work. In doing so, they are more apt to achieve the rewards of productive accomplishment as well as become less disturbing to others who are trying to learn.

STIMULUS ATTRIBUTES

1. The scenario may be as long as 100 words in length.
2. Age, grade and sex data are given.
3. A situation is described in which a student is "off-task" and distrubing others.
4. The student is assumed to be a normal child.
5. The teacher makes verbal reprimands that are ineffective (or some other "first line" measures to curb unproductive behavior).

RESPONSE ATTRIBUTES

1. The correct response is one in which the teacher uses a mild punishment (e.g., time out), sets limits, and sets up contingencies for rewarding good behavior and punishing inappropriate behavior.
2. One incorrect foil provides punishment only from outside the class.
3. One incorrect foil provides immediate punishment only.
4. One foil provides punishment again, but with no contingencies for rewarding good behavior.

Specification Supplement:
I; II; VI

Competency	6
Subskill	d
Item No. (If more than 1 for subskill	4

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Applies motivational techniques to encourage students to be achievement-oriented and goal-directed.

GENERAL DESCRIPTION/RATIONALE

Given a classroom situation calling for the application of a motivational principle or technique, the examinee will select the most appropriate technique to enhance the attainment of a learning goal.

The effectiveness of a motivational technique is a function of the goal a teacher wishes to accomplish. Learning goals may relate to such process criteria as on-task behavior, sustained self-directed learning, and cooperation among students or outcome criteria such as recognition, recall, or application of knowledge of skills. Teacher candidates should be able to select and apply a variety of motivational techniques to accomplish learning goals they have established.

STIMULUS ATTRIBUTES

1. The instructional goal is provided (e.g., on-task behavior, self-directed learning, long-term recall, generalization, and application of skills).
2. See Specification Supplement, Sections I, II, and VI for list of suggested principles and learning germane to the teaching/learning process.

RESPONSE ATTRIBUTES

1. The correct response uses the principle of learning or motivation appropriately.
2. Three incorrect options are plausible actions or responses that will not produce the desired affect.

Specification Supplement:
I; II; VI

Competency	6
Subskill	d
Item No. (If more than 1 for subskill	5

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE AN AWARENESS OF PATTERNS OF PHYSICAL AND SOCIAL DEVELOPMENT IN STUDENTS.

SUBSKILL: Applies motivational techniques to encourage students to be achievement-oriented and goal-directed.

GENERAL DESCRIPTION/RATIONALE

Given an attempt by a teacher to implement a teaching strategy based on principles of motivation, the examinee will identify the most probable consequences of the strategy.

Teacher candidates should be able to predict the most probable effect of various motivational techniques given certain learning situations.

STIMULUS ATTRIBUTES

1. A scenario of not more than 75 words describes an instructional strategy in which a principle of motivation or learning is applied to accomplish an instructional objective.
2. Application of basic laws of classical and instrumental conditioning are appropriate.
3. See Specification Supplement, Sections II and VI for a list of suggested principles.

RESPONSE ATTRIBUTES

1. The correct response is the most probable outcome according to principles of motivation and learning validated by research.
2. Incorrect foils are plausible effects but much less probable than the correct one.

Specification Supplement:
I; II; VI

Competency 7
Subskill a
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DIAGNOSE THE ENTRY LEVEL KNOWLEDGE AND/OR SKILLS OF STUDENTS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES USING DIAGNOSTIC TESTS, TEACHER OBSERVATIONS, AND STUDENT RECORDS.

SUBSKILL: Selects the specific knowledge or skill to be diagnosed, and determines the most appropriate method for conducting the diagnosis.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher is to diagnose the entry level knowledge and skills of a group beginning study of new material, the new examinee will recognize appropriate steps in the procedure.

STIMULUS ATTRIBUTES

1. The stimulus passage will describe a situation or identify the task of assessing entry level skills for a group beginning study of new material.
2. The problem presented in the stem of the item will be to identify a step in the procedure of assessing the entry level knowledge and skills of students. (See Specification Supplement).

RESPONSE ATTRIBUTES

1. The correct response will be one of the steps presented in the Specification Supplement.
2. The incorrect alternatives will be procedures which a teacher might erroneously follow.

Specification Supplement:
III A

Competency 7
Subskill 6
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DIAGNOSE THE ENTRY LEVEL KNOWLEDGE AND/OR SKILLS OF STUDENTS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES USING DIAGNOSTIC TESTS, TEACHER OBSERVATION, AND STUDENT RECORDS.

SUBSKILL: Selects or constructs a test to diagnose student learning needs.

GENERAL DESCRIPTION/RATIONALE

Given characteristics of tests of different types, the examinee will recognize those which are characteristic of diagnostic tests.

STIMULUS ATTRIBUTES

1. The stimulus will ask the examinee to identify characteristics of diagnostic tests.

RESPONSE ATTRIBUTES

1. The correct response may be any one of the characteristics listed in the Specification Supplement. (III A.3c, 4b).

2. The incorrect alternatives will describe other types of tests.

Specification Supplement:
III A

Competency 7
Subskill c
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DIAGNOSE THE ENTRY LEVEL KNOWLEDGE AND/OR SKILLS OF STUDENTS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES USING DIAGNOSTIC TESTS, TEACHER OBSERVATION, AND STUDENT RECORDS.

SUBSKILL: Uses classroom observation techniques to diagnose learning needs.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which teacher observation is the most appropriate assessment technique, the examiness will be asked to identify the appropriate technique, or may be asked directly to identify either (a) learner characteristics for which the most appropriate diagnostic means is teacher observation, or (b) sources of invalidity or unreliability in the use of teacher observation and/or techniques of recording which will yield interpretable data.

STIMULUS ATTRIBUTES

1. The stimulus will present a situation and ask for the most appropriate assessment technique, or present the assessment technique of classroom observation and ask for learner characteristics appropriately measured by the technique.

2. The examinee may be asked to identify sources of invalidity or unreliability in the use of teacher observation, or to identify proper techniques or recording to assure validity and reliability of the observational data.

RESPONSE ATTRIBUTES

1. The correct response will be a statement of the appropriate technique for a situation, of learner characteristics or behavior calling for teacher observation as an assessment technique, or sources of invalidity or unreliabilty, or of correct methods of recording data, as called for in the item. See Specification Supplement (III A.1b, A2b).

2. The distractors will name inappropriate techniques for the given situation, inappropriate techniques for the given situation, inappropriate learner characteristics for assessment by teacher observation, or errors in observation and recording of data which will lead to invalidity or unreliability in the use of the data. See Specification Supplement III A.1b, A.2b

Competency 7
Subskill d
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DIAGNOSE THE ENTRY LEVEL KNOWLEDGE AND/OR SKILLS OF STUDENTS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES USING DIAGNOSTIC TESTS, TEACHER OBSERVATION, AND STUDENT RECORDS.

SUBSKILL: Uses information from student records to diagnose student learning needs.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher has a beginning awareness of a student learning problem or need, the examinees (1) will identify student cumulative records as a source of information which the teacher may consult to aid in diagnosing the student's learning needs, or (2) will identify kind(s) of information from student records which will be useful in assessing the learning problem or need, or (3) use information contained in the student's record to diagnose the student's learning problem.

STIMULUS ATTRIBUTES

1. The stimulus passage will (1) cite a situation in which a teacher needs objective information to help in diagnosing a student's learning needs, or (2) directly ask the examinee to identify the source of information which will produce objective data to aid in diagnosis of a student's learning problem or needs, or (3) will require the examinee to use information from the student's records to draw inferences concerning the student's learning needs.

2. The situation or question may relate to any one of the kinds of information to be found in student cumulative records.

RESPONSE ATTRIBUTES

1. The correct response will identify cumulative records as a source of objective information which should be available to a teacher in the student cumulative records.

2. The distractors will cite other sources, types or interpretations of information which yield less reliable or less complete information for the situation given.

Specification Supplement:
III D

Competency 7
Subskill e
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DIAGNOSE THE ENTRY LEVEL KNOWLEDGE AND/OR SKILLS OF STUDENTS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES USING DIAGNOSTIC TESTS, TEACHER OBSERVATION, AND STUDENT RECORDS.

SUBSKILL: Interprets results obtained from diagnostic tests, teacher observation, and information from student records.

GENERAL DESCRIPTION/RATIONALE

Given selected information in the form of some or all of the following: test scores, anecdotal information, other student record information and current teacher concern and/or observation and an issue to resolve, the examiness will be asked to identify the most appropriate interpretation of the data.

STIMULUS ATTRIBUTES

1. The information provided may include some of the following kinds:
   a. Test scores
      1. Primarily diagnostic; may include achievement, mental ability, interest, vision, motor speed, etc.
      2. Results may be in any of the commonly used categories, such as stanines, percentiles, etc.
   b. Anecdotal
   c. Physical/health/demographic
   d. Grades, attendance
   e. Present teacher perceptions and/or concerns.

2. The stimulus will ask the examinee to select the alternative which will interpret the meaning of the score given.

RESPONSE ATTRIBUTES

1. The correct response will be the alternative which gives the best interpretation of the data given in the stimulus passage.

2. The alternatives will be in the form of interpretations of the data.

Specification Supplement:
II; III

Competency 9
Subskill a
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT AND SEQUENCE RELATED SHORT-RANGE OBJECTIVES FOR A GIVEN SUBJECT AREA.

SUBSKILL: Identifies knowledge, skills, and attitudes to be attained for a subject area.

SUB-SUBSKILL: Recognizes relationship of objectives to teaching and evaluation processes.

GENERAL DESCRIPTION/RATIONALE

Given a statement relating the use of objectives to teaching and student evaluation the examinee will recognize those that are generally accepted as facilitative of learning or assessment.

STIMULUS ATTRIBUTES

The stimulus passage will ask questions relating to the use of objectives in teaching and evaluation.

RESPONSE ATTRIBUTES

1. The correct response will be a statement that answers the question in the item stem.
2. Distractors will present erroneous conceptions of the purpose of the objectives.

Specification Supplement:
III; V

Competency 9
Subskill a
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT AND SEQUENCE RELATED SHORT-RANGE OBJECTIVES FOR A GIVEN SUBJECT AREA.

SUBSKILL: Identifies knowledge, skills, and attitudes to be attained for a subject area.

SUB-SUBSKILL: For an area of a subject, identifies the particular knowledge, skills and attitudes to be attained.

GENERAL DESCRIPTION/RATIONALE

Asked to identify an important step in planning for instruction in a particular area or unit of instruction for a subject, the examinee will choose from four alternative processes, one of which will be to identify the particular knowledge, skills and attitudes to be attained.

STIMULUS ATTRIBUTES

1. The stimulus will ask for the first step to be taken in planning for instruction in a particular area or unit of a subject.
2. The stimulus may be a direct question, the lead part of a sentence, or a situation plus the question or lead.

RESPONSE ATTRIBUTES

1. The correct response will state the process of determining the particular knowledge, skills and attitudes to be attained.
2. The alternatives will be comprised of four steps or processes in planning instruction.

Specification Supplement:
V

Competency 9
Subskill b
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT AND SEQUENCE RELATED SHORT-RANGE OBJECTIVES FOR A GIVEN SUBJECT AREA.

SUBSKILL: Constructs or adapts short-range objectives for identified knowledge, skills, and attitudes.

GENERAL DESCRIPTION/RATIONALE

Given a statement of instructional intent in a classroom situation, the examinee will be able to recognize an appropriate student objective or method for the identified knowledge, skill, or attitude for a given subject area.

STIMULUS ATTRIBUTES

The item stem will contain a classroom situation or instruction intent, e.g., show a film, read a story, conduct a discussion.

RESPONSE ATTRIBUTES

1. The correct response will depict behavioral objectives appropriate to the situation or intent.

2. Incorrect responses will contain vague goals, unrelated objectives, inappropriate activities, or teacher activities.

Competency 9
Subskill c
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT AND SEQUENCE RELATED SHORT-RANGE OBJECTIVES FOR A GIVEN SUBJECT AREA.

SUBSKILL: Sequence short-range objectives consistent with commonly accepted principles of learning.

GENERAL DESCRIPTION/RATIONALE

Given the task of sequencing objectives for a given subject area the examinee will be able to organize the objectives utilizing (according to) commonly accepted principles of learning.

STIMULUS ATTRIBUTES

1. The stimulus will present a diagram of a learning structure or a set of related objectives for a task. The examinee will be asked to apply rules of sequencing to the task.
2. The stimulus may ask the student to identify a guiding principle in the sequencing of objectives.

RESPONSE ATTRIBUTES

1. The correct response will be an acceptable sequence or an appropriate principle.
2. The distractors will be improper sequences, incomplete sequences or unacceptable principles.

Specification Supplement:
V; VI

Competency 10
Subskill a
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Determines desirable characteristics of materials based on objectives and student learning needs.

GENERAL DESCRIPTION/RATIONALE

Given the task of selecting materials to assist students in mastery of stated objectives and four statements of criteria for selecting materials, the examinee will select the alternative which relates to the criteria of matching the content of the materials to the objectives and to the characteristics of the students who are to use the materials.

STIMULUS ATTRIBUTES

1. The stimulus passage will give a situation in which the teacher is to select, adapt, or develop materials to assist students in mastering a given set of instructional objectives.
2. The task posed will be to select the criterion which is most important in the selection of materials for the described situation.

RESPONSE ATTRIBUTES

1. The examinee will be presented four alternatives. The correct response will be a statement relating the content of the materials to the stated objectives and to the characteristics of the students who will use the materials.
2. The distractors will state other criteria for the selection of materials which are of secondary importance. (See Specification Supplement IV C).

Competency 10
Subskill b
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Locates and evaluates available instructional materials.

SUB-SUBSKILL: Recognizes sources of instructional materials.

GENERAL DESCRIPTION/RATIONALE

Given the requisite to provide instructional materials related to a given set of instructional objectives and student learning needs, the examinee will identify from four alternatives the most appropriate source for the stated purposes.

STIMULUS ATTRIBUTES

1. The stimulus will describe a situation in which the teacher must review sources of instructional materials.
2. The task defined by the stem of the item will be to identify the source of materials which the teacher should first consult.

RESPONSE ATTRIBUTES

1. The examinee will be presented with four alternatives naming possible sources of instructional materials.
2. The correct response will name the source most appropriate for the situation described.
3. The correct response and the alternatives will come from the list of sources given in the Specification Supplement, IV A.
4. The correct response must be clearly the most appropriate source of materials for the situation described.

Competency 10
Subskill b
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Locates and evaluates available instructional materials.

SUB-SUBSKILL: Evaluates available instructional materials for a given set of instructional objectives and student learning needs.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which the type of instructional objective and/or the type of learner(s) are specified, the examinee will apply knowledge of materials selection by identifying the rules or principles most pertinent to the situation.

STIMULUS ATTRIBUTES

The stimulus will describe situations where selection rules or principles must be identified and applied to the selection of materials.

RESPONSE ATTRIBUTES

1. The alternatives should contain rules or principles for selecting materials that evaluate whether the student knows which rule or principle applies to the given stimulus.
2. The distractors will be statements of possible considerations in evaluating materials which are clearly less important for the situation given than is the correct response.

Specification Supplement:
IV; V; VI

Competency 10
Subskill c
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Selects materials to assist students in mastering an objective.

GENERAL DESCRIPTION/RATIONALE

Given the task of meeting the needs of a group of students who have not mastered an objective after instruction, the examinee will select procedures or materials from among alternatives that will most likely assist the student in mastering the objective.

STIMULUS ATTRIBUTES

1. The stimulus passage will give a situation in which the teacher is to select, adapt and develop materials and procedures to assist students in mastering a set of instructional objectives.

2. The question posed in the stimulus passage will be to identify the procedure most likely to help the student attain mastery within the constraints of the system (practicality).

RESPONSE ATTRIBUTES

1. The examinee will be presented four alternatives. The correct response will be a statement related to the mastery of instructional objectives.

2. The distractors will state other criteria for the selection of materials and procedures which are of secondary importance.

Specification Supplement:
II; IV; VI

Competency 10
Subskill d
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Demonstrates techniques for modifying materials to assist students in mastering an objective.

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation in which there is need for modifying materials to assist an individual student or students with particular learning needs, the examinee will identify an appropriate technique for modifying the materials.

STIMULUS ATTRIBUTES

1. The stimulus will describe a student or students with a particular learning need which renders inadequate the materials being used in the class.
2. The task defined in the stimulus passage is to identify the action the teacher should take to modify the materials to enable the student(s) to master the objective.

RESPONSE ATTRIBUTES

1. The examinee will choose from four alternatives the appropriate technique for modifying materials to meet the needs of a student(s) with identified learning needs.
2. The distractors will be statements of actions which would not aid the student, which are not practical, or which do not deal with materials.

Specification Supplement:
II D; IV

Competency 10
Subskill e
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Determines materials to be developed based upon existing resources and student learning needs.

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation and specific student learning needs for which no materials are available in the classroom, the examinee will recognize the teacher's resources (human and material) and responsibility for developing appropriate materials.

STIMULUS ATTRIBUTES

1. The stimulus will describe a classroom situation in which there is a student with special learning needs.
2. The descriptive passage will indicate that the teacher lacks needed materials for the given situation and lacks funds to purchase materials.
3. The resources indicated in the description will be the teacher in the special class, and other resources commonly available to the classroom teacher without charge (e.g., projectors, tape recorders) or personal items that would be used without depreciation.

RESPONSE ATTRIBUTES

1. The four alternatives will present possible actions for the teacher to take.
2. The correct response will indicate that the teacher has the responsibility of developing materials, using human resources, as well as material resources.
3. The distractors will (1) disclaim the teacher's responsibility for providing for the special learning needs of the student(s), (2) suggest no special effort be made or (3) ask that the student be removed from the regular classroom. Other inappropriate actions may be used as distractors.

Specification Supplement:
II D

Competency 10
Subskill f
Item No.
(If more than
1 for subskill •

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Identifies and selects resources needed for materials development.

GENERAL DESCRIPTION/RATIONALE

Asked to identify resources for development of materials for a unit and facing a lack of resources in the classroom, the examinee will recognize the potential of community resources as a supplement to school resources.

STIMULUS ATTRIBUTES

1. The stimulus passage will ask the examinee to identify resources for material development for a unit when classroom resources do not exist.

RESPONSE ATTRIBUTES

1. The examinee will select from four alternatives detailing possible resources for materials development. The correct response will recognize the potential of community resources for instructional materials.

2. The distractors will suggest resources which are limited, inappropriate, or unnecessarily expensive.

Specification Supplement:
IV

Competency 10
Subskill h
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT, ADAPT, AND/OR DEVELOP INSTRUCTIONAL MATERIALS FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: After use, evaluates the effectiveness of instructional materials in accomplishing objectives, and revises accordingly.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher has used materials expected to help students attain the specified objectives, the examinee will identify the need to evaluate (and/or to use criteria with which to evaluate) materials and/or revise the materials for the next time; or the examinee may be asked directly to answer a question related to the use of materials which requires evaluating the materials.

STIMULUS ATTRIBUTES

1. If a situation is provided:
   a. It will be indicated that the teacher is using or has used material(s).
   b. The stimulus may describe specific situations (e.g., subject matter, student characteristics, particular materials, or process(es) or may only state a generic situation.
2. If only a direct question (without description of a situation), the stem must pose a problem related to use of materials
3. In either case: The task which must be perceived and selected by the examinee, given that material has been used, is to evaluate the effort of the materials

RESPONSE ATTRIBUTES

1. The correct alternative will embody a generalization or an illustration of a generalization covering one of the following:
   a. Recognition of the need for evaluation.
   b. Criteria for evaluation of materials.
   c. Processes of evaluation of materials.
   d. Procedures to be used in revising materials.
2. The distractors will be incorrect or inappropriate generalizations or illustrations of generalizations.

Specification Supplement:
IV

Competency 11
Subskill b
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT/DEVELOP AND SEQUENCE RELATED LEARNING ACTIVITIES APPROPRIATE FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Identifies conditions that affect learning.

GENERAL DESCRIPTION/RATIONALE

Asked to identify a significant condition that affects learning, the examinee will select from four alternative statements the one which describes the most significant condition.

STIMULUS ATTRIBUTES

1. The stimulus will ask the examinee to identify from among four statements of conditions that affect learning the one recognized by authorities as having great significance.
2. The stimulus may include a passage describing a situation involving one or more important factors affecting learning, or may ask the question directly.

RESPONSE ATTRIBUTES

1. Conditions which significantly affect learning are given in the Specification Supplement, VI A. The correct response will be one of the conditions listed.
2. The distractors will be statements of conditions which have been found to have little or no influence on learning.

Competency 11
Subskill c
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT/DEVELOP AND SEQUENCE RELATED LEARNING ACTIVITIES APPROPRIATE FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Identifies alternative activities to achieve an objective.

GENERAL DESCRIPTION/RATIONALE

Given a learning situation in a classroom with a normally diverse group of students (including some "mainstreamed" individuals), the examinee will recognize the need to (1) provide alternative activities related to the objectives (a) to meet diverse student learning needs, (b) to provide essential experience with the activities in order to attain mastery or to be able to transfer the learning to differing situations, and/or, (c) to enhance or sustain motivation and/or (2) to identify reasons for or types of alternative activities.

STIMULUS ATTRIBUTES

1. The stimulus will describe a classroom as having a normal, heterogeneous group of students.

2. The task posed by the stimulus will be (1) to identify the teacher's responsibility for providing alternative activities (a) suited to the diverse learning needs of the students, (b) providing practice, and/or (c) enhancing or sustaining motivation, or (2) to identify reasons for or types of alternative activities.

RESPONSE ATTRIBUTES

1. The correct response will indicate that there should be a choice of alternative activities related to the objectives or will indicate the need to provide varying practice activities, or will present an appropriate purpose for alternative activities, or criteria for identifying activities.

2. The distractors will be statements proposing alternatives concerning students engaging in instructional activities which do not offer students choice of activities, or concerning inappropriate purposes for or types of alternative activities.

Specification Supplement:
II D; VI

Competency 11
Subskill d
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT/DEVELOP AND SEQUENCE RELATED LEARNING ACTIVITIES APPROPRIATE FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Selects an appropriate learning activity to achieve an objective.

GENERAL DESCRIPTION/RATIONALE

Given an instructional objective and four alternative activities, the examinee will identify the activity which is most appropriate in aiding the students in attaining the objective within the described context. Alternately, the examinee may face the task of identifying, among alternatives, that statement whose theme is that learning activities should be chosen for their contribution to the specified objective(s).

STIMULUS ATTRIBUTES

1. The stimulus will state an objective for which activities are to be planned or will direct the examinee to select the most appropriate statement concerning activities.
2. The task posed in the stimulus passage is to select the most appropriate activity for the objective or to identify contribution to the objective as the dominant concern with activities.
3. The stimulus will contain enough information that the examinee may judge the "practicality" of a response. This might include age, educational level of students, location, school environment, etc.

RESPONSE ATTRIBUTES

1. The correct alternative will describe an appropriate instructional activity for the stated objective or will convey the concept that activities should be chosen for their contribution to attainment of objectives.
2. The incorrect alternatives will pose inappropriate or distinctly less appropriate activities for the state objective or other less relevant concept.
3. The correct alternative will be a combination of the "practicality" of a particular instructional activity with the relatedness of the activity to instruction objectives. (e.g., Taking a class of first graders in Florida through a steel mill is not a "practical" alternative although it might be the best theoretically.)

Specification Supplement:
V; VI

Competency 11
Subskill e
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: SELECT/DEVELOP AND SEQUENCE RELATED LEARNING ACTIVITIES APPROPRIATE FOR A GIVEN SET OF INSTRUCTIONAL OBJECTIVES AND STUDENT LEARNING NEEDS.

SUBSKILL: Combines appropriate learning activities into an instructional sequence.

GENERAL DESCRIPTION/RATIONALE

Given an objective and series of activities related to the objective the examinee will indicate the appropriate sequence in which the activities should be engaged.

STIMULUS ATTRIBUTES

1. The stimulus will describe a classroom situation and state a general objective for which activities are to be selected or developed and sequenced.

2. The task specified in the stimulus may be to identify the activity which should be first in the sequence, or to identify the best sequence among alternative series of activities.

RESPONSE ATTRIBUTES

1. The examinee will be presented with four alternative activities. The correct alternative will be the one which is judged to occur first on the basis of the concepts presented in the Specification Supplement or the sequence (among four alternative sequences) which is most appropriate.

2. The incorrect alternatives will be those which, because of their complexity, specificity or chronological order, would be presented later, or which are in inappropriate order.

Specification Supplement:
V; VI

Competency 12
Subskill a
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISH RAPPORT WITH STUDENTS IN THE CLASSROOM BY USING VERBAL AND/OR VISUAL MOTIVATIONAL DEVICES.

SUBSKILL: Secures the attention of students through appropriate techniques.

GENERAL DESCRIPTION/RATIONALE

Asked to identify from four alternatives an appropriate technique for securing attention, the examinee will choose the technique which has been found to be the best of the four to create a positive learning climate. (See Specification Supplement I, VI.) (For certain situations, the task may be to identify an inappropriate technique.)

STIMULUS ATTRIBUTES

1. The stimulus will ask the examinee to identify an appropriate or an inappropriate technique for getting the attention of students.

RESPONSE ATTRIBUTES

1. The correct response will usually be a technique which does not disrupt the class or which helps to create a positive learning climate; if an inappropriate technique is to be identified, the inappropriate technique will be selected from inappropriate techniques sometimes employed. (See Specification Supplement, VI C.1).

2. The three distractors will state techniques which are disruptive to the class, are ineffective or create unpleasant feelings on the part of the students, unless the task is to identify an inappropriate technique, in which case the distractors will illustrate appropriate techniques.

Specification Supplement:
I; VI

Competency 12
Subskill b
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISH RAPPORT WITH STUDENTS IN THE CLASSROOM BY USING VERBAL AND/OR VISUAL MOTIVATIONAL DEVICES.

SUBSKILL: Relates instructional objectives and activities to interests, capabilities, and experiences of students.

GENERAL DESCRIPTION/RATIONALE

Given the charge of establishing rapport with students, the examinee will choose from four alternatives the activity which relates to the interests, capabilities, and/or experiences of students.

STIMULUS ATTRIBUTES

1. The stimulus will give a situation or pose the task of establishing rapport with students and/or motivating students to learn.

RESPONSE ATTRIBUTES

1. The correct response will indicate examinee's awareness that relating to students' interests, capabilities, or experiences is an important technique (or techniques) for establishing rapport and motivating students to learn.

2. The distractors will be factors which would have little or no influence upon establishing rapport or would have an adverse effect upon students trust in each other and of the teacher.

Specification Supplement:
II; V; VI

Competency 12
Subskill c
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISH RAPPORT WITH STUDENTS IN THE CLASSROOM BY USING VERBAL AND/OR VISUAL MOTIVATIONAL DEVICES.

SUBSKILL: Informs students about objectives, subsequent learning tasks, and performance expectations.

GENERAL DESCRIPTION/RATIONALE

Given options as to the disposition of lesson plans covering which include objectives, learning tasks, and performance expectations, the examinee will recognize that, to maximize student learning, students should be informed of the plans.

STIMULUS ATTRIBUTES

1. The stimulus will call for a decision as to what the teacher should do with lesson plans, including objectives, learning tasks and performance expectations after the plans are formulated.
2. The stimulus passage may be situational or be a direct question.

RESPONSE ATTRIBUTES

1. The correct response will indicate that the objectives, planned learning tasks and performance expectations are to be shared with students before instruction begins.
2. Other options will be erroneous suggestions of alternative actions.

Specification Supplement:
III; V; VI

Competency 12
Subskill e
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISH RAPPORT WITH STUDENTS IN THE CLASSROOM BY USING VERBAL AND/OR VISUAL MOTIVATIONAL DEVICES.

SUBSKILL: Alters instructional strategies during learning activities based on student responses and other factors.

GENERAL DESCRIPTION/RATIONALE

A situation calling for an alteration of instructional strategy will be posed. Among possible categories of situation are:

1. Loss of interest
2. Responses or questions betraying non-comprehension
3. Obvious failure to have done assigned preparation
4. Fatigue or stress
5. Fear of trying the requisite activity
6. Spark of interest in a related student-suggested avenue of exploration

Given the situation and a set of alternative procedures, the examinee will select the procedure which constitutes an appropriate alteration of strategy.

STIMULUS ATTRIBUTES

1. The stimulus will present a situation which calls for a change of instructional strategy due to student responses or other factors.

RESPONSE ATTRIBUTES

1. The examinee will choose from four alternatives the strategy which best fits the given situation.
2. The distractors will indicate changes in instructional strategy which are inappropriate for the situation.

Specification Supplement:
III; VI

Competency 12
Subskill g
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISH RAPPORT WITH STUDENTS IN THE CLASSROOM BY USING VERBAL AND/OR VISUAL MOTIVATIONAL DEVICES.

SUBSKILL: Uses reinforcement techniques to assist in student motivation.

GENERAL DESCRIPTION/RATIONALE

The situation described will be one in which rapport, attention, motivation, and learning are sought. Any of the first three may have been temporarily lost, or the effort may be to increase rapport and consequent effects. The scenario may be designed to put the emphasis on either behavior change techniques or on the introduction of new situations in which to apply a partially mastered skill or concept, thereby generating stronger rapport and motivation.

STIMULUS ATTRIBUTES

1. The stimulus will present a situation in which a reinforcement technique is called for in order to strengthen rapport and bring on its favorable consequences.

2. The stimulus will present elements which should enable the examinee to diagnose the situation, and determine the need for reinforcement.

3. The examinee will be asked to select from the choices afforded the appropriate technique or procedure to implement principles of reinforcement.

RESPONSE ATTRIBUTES

1. The correct option will embody two general conceptions of reinforcement:
   a. Behavior is a function of its consequences.
   b. Reinforcement is essentially comprised of permitting additional practice with the skill or knowledge.

Specification Supplement:
I; II; VI

Competency 12
Subskill h
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISH RAPPORT WITH STUDENTS IN THE CLASSROOM BY USING VERBAL AND/OR VISUAL MOTIVATIONAL DEVICES.

SUBSKILL: Uses media to secure interest and maintain attention.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a film or other form of media is used to secure and maintain attention during instruction, the examinee will recognize important actions to take in the use of media to insure optimal benefit to the students.

STIMULUS ATTRIBUTES

1. The stimulus will describe a situation in which media is being used to introduce a unit of instruction or to aid in attaining an objective of the unit.
2. The stimulus will ask the examinee to identify an important practice which will enhance the use of media.

RESPONSE ATTRIBUTES

1. The correct response will be one of the practices listed in the Specification Supplement (VI C.6).
2. The distractors will be statements of teacher behavior which do not enhance the educational value of the use of media.

Specification Supplement:
VI C.6

Competency 13
Subskill 4
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: PRESENT DIRECTIONS FOR CARRYING OUT AN INSTRUCTIONAL ACTIVITY.

SUBSKILL: Selects appropriate means for presenting directions.

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation, the examinee will select, from four alternative means of presenting directions, the means most appropriate (consistent with the instructional task and method of instruction to follow) for the situation.

STIMULUS ATTRIBUTES

1. The stimulus will present an instructional situation in which a teacher is to give directions.
2. The question posed in the stimulus will ask which means for presenting directions is most appropriate for the given situation.
3. The stimulus attributes will include a description of any or all of the following: the instructional environment, size of group, type of learning to take place, age or educational level of the learner.

RESPONSE ATTRIBUTES

1. The correct response will be means which is most appropriate for the given situation. (See Specification Supplement VI C.2)
2. The distractors will be alternative means of presenting directions which clearly are not the most appropriate for the given situation.

Specification Supplement:
VI C.2

Competency 13
Subskill e
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: PRESENT DIRECTIONS FOR CARRYING OUT AN INSTRUCTIONAL ACTIVITY.

SUBSKILL: Identifies materials for a learning activity and explains their use.

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation in which new materials are to be used, the examinee will identify appropriate means for introducing the materials and explaining their use to the learners. In addition, the examinee may be asked to identify appropriate teaching practice with regard to the introduction of new materials.

STIMULUS ATTRIBUTES

1. The stimulus passage will present the task of identifying the action a teacher should take when introducing new materials for a learning activity. In so doing, the stimulus passage should set the stage for the response which is essentially to clarify use of the materials.

RESPONSE ATTRIBUTES

1. The correct response will indicate the need to explain the use of the materials.
2. The incorrect alternatives will describe other inappropriate actions or actions irrelevant to the issue.

Specification Supplement:
IV; VI

Competency 14
Subskill A
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Identifies uses of basic types of classroom tests and assessment techniques.

GENERAL DESCRIPTION/RATIONALE

Given the name of a basic type of classroom test or assessment technique, the examinee will identify from four alternatives the appropriate use of the type or technique named.

STIMULUS ATTRIBUTES

1. The stimulus will identify a basic type of classroom test or assessment technique. A list of types of tests and assessment techniques is given in the Specification Supplement (III A.1).
2. The problem posed in the stimulus passage will be to select the statement which describes the most appropriate use of the type of test or assessment technique named.

RESPONSE ATTRIBUTES

1. The examinee will select from four alternatives the one which best describes the most appropriate use of the type of test or assessment technique named in stimulus.
2. The distractors will describe uses for tests other that the type of test named.

Specification Supplement:
III A.1

Competency 14
Subskill b
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Identifies appropriate uses of norm-referenced and criterion-referenced testing.

GENERAL DESCRIPTION/RATIONALE

Given a description of a classroom situation in which a variety of assessment is needed, the examinee can identify those assessment needs which are best addressed by either criterion-referenced or norm-referenced tests, as specified.

STIMULUS ATTRIBUTES

1. The situation described will list at least 3 types of assessment needs at least one of which requires criterion-referenced techniques and one which requires norm-referenced techniques.
2. The question asked will be which of these needs can be best met by criterion-referenced techniques (norm-referenced techniques).

RESPONSE ATTRIBUTES

1. Options will be various statements of assessment needs.
2. The correct response will be the assessment need which fits the question asked. See Specification Supplement (III A).

Competency 14
Subskill c
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Given an objective, specifies knowledge and skills to be assessed.

GENERAL DESCRIPTION/RATIONALE

Given a situation wherein the teacher is to plan for the assessment of a unit of study, the examinee will recognize analysis of objectives into their component knowledge and skills as a step in the test construction process.

STIMULUS ATTRIBUTES

1. The stimulus passage will (a) give a situation in which a teacher is planning to assess attainment of a stated objective or objectives or (b) pose the task directly.

2. The task posed in the stimulus is to identify the next task in the process of test construction as that of identifying the knowledge and skills components of the objective.

RESPONSE ATTRIBUTES

1. The correct response will indicate that analyzing objectives into their component parts is necessary before item writing begins.

2. The distractors will describe actions which might logically follow at a later time in the process of test construction or which are not related to the assessment processes.

Specification Supplement:
III; V

Competency 14
Subskill d
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Selects appropriate techniques to evaluate mastery of an objective.

GENERAL DESCRIPTION/RATIONALE

Given several behavioral objectives requiring different measurement techniques, the examinee will select from a list of alternatives the most appropriate technique for the situation.

STIMULUS ATTRIBUTES

1. The stimulus will contain the objective whose mastery is to be assessed.

RESPONSE ATTRIBUTES

1. The response will consist of the names of commonly used assessment techniques. The names of the tests or techniques will be taken from the list in the specification supplement. (III A.1, 2)

Competency 14
Subskill e
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Determines limitations, constraints, and requirements for administering tests.

GENERAL DESCRIPTION/RATIONALE

Given a description of a testing situation which inlcudes (1) aspects of the physical environment, (2) characteristics of the students at the time of testing, and (3) possible violations of required testing procedures, the examinee will respond to a series of questions identifying limitations and violations of required testing procedures which interfere with students' test performance.

STIMULUS ATTRIBUTES

1. The stimulus passage will provide a description of a testing situation which will include (a) the physical setting for the testing, (b) characteristics of the students at the time of testing, and (c) some aspects of recommended procedures for administering standarized tests.
2. Following the descriptive passage, three items will pose the task of identifying unfavorable factors in the testing situation associated with the three possible limiting areas given above.

RESPONSE ATTRIBUTES

1. The examinee will select from four alternatives the statement of the condition which may interfere with optimal test performance.
2. The distractors will be statements concerning factors which are irrelevant to optimal test performance.

Specification Supplement:
III

Competency 14
Subskill f
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Constructs and identifies test items and tasks that evaluate mastery of an objective.

SUB-SUBSKILL: Uses accepted test construction practices for constructing different types of test items: (a) true-false, (b) short answer/completion, (c) matching, (d) multiple choice, (e) essay.

GENERAL DESCRIPTION/RATIONALE

Given a specific item type, the examinee will recognize one important rule for construction of that item type.

STIMULUS ATTRIBUTES

1. The stimulus will ask the esaminee to identify one important rule for construction of that item type.

   a. true-false
   b. short answer/completion
   c. matching
   d. multiple choice
   e. essay

RESPONSE ATTRIBUTES

1. The correct response will conform to test construction practices recommended by measurement textbooks. See Specification Supplement (III A.2).

2. The distractors will be errors commonly made in test construction.

Competency 14
Subskill f
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Constructs and identifies test items and tasks that evaluate mastery of an objective.

SUB-SUBSKILL: Selects item type which best measures mastery of a particular objective.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher seeks to assess mastery of a stated kind of objective, the examinee will select from a set of item types that item type best suited to the objective.

STIMULUS ATTRIBUTES

1. The stimulus will include a statement of the objective, either generic or specific, such that the examinee will have the necessary cues to identify the type of objective and then reason out the choice of item type.

RESPONSE ATTRIBUTES

1. The choices will be among types of items commonly used on classroom tests.
2. The correct choice will be clearly more appropriate for the given objective than will the other alternatives.
3. The distractors will be item types clearly less appropriate for the given situation.

Specification Supplement:
III, V

Competency 14
Subskill f
Item No.
(If more than
1 for subskill 3

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Constructs and identifies test items and tasks that evaluate mastery of an objective.

SUB-SUBSKILL: Identifies accepted rules for construction of non-test measures for assessing mastery of an objective: (a) check list, (b) rating scales, (c) anecdotal records, (d) rating of student products.

GENERAL DESCRIPTION/RATIONALE

Given statements concerning the construction of a non-test assessment technique, the examinee will select the statement which defines a recommended procedure for constructing objective measures of the given type.

STIMULUS ATTRIBUTES

1. The statement will specify the type of assessment procedure to be used.
2. The stem will ask the examinee to identify the action which will help assure good assessments of the type specified.

RESPONSE ATTRIBUTES

1. The "correct procedures" will be consistent with recommendations in measurement textbooks. They will be similar to, but not necessarily the same as, those given in the Specification Supplement (III A.2).
2. The distractors will be clear violations of the correct procedures or will be procedures which are irrelevant to the task.

Competency 14
Subskill 9
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Identifies criteria for standards of performance.

GENERAL DESCRIPTION/RATIONALE

(1) Given that a teacher has established an objective or set of objectives, the examinee will recognize the appropriate criterion(ia) for ascertaining adequate performance on that/those objective(s),

or (2) given the assumed task of assigning letter grades to a class in which criterion-referenced testing has been used, the examinee will recognize degree of attainment of objectives as the basis for assigning the grades, or teacher adjustment as the determiner of standards of performance.

STIMULUS ATTRIBUTES

1. The item will present a situation in which a teacher has the task of: (a) assigning letter grades, or (2) setting performance standards.

RESPONSE ATTRIBUTES

1. The correct alternative will be a statement indicating a recognition that: (A) letter grades represent an evaluation of performance, and reflect the interpretation of data the teacher has. (B) Standards are set by teacher judgement.

2. Distractors will be erroneous statements.
   A. Incorrect statements will be:
      1. Normative if data are all criterion.
      2. Criterion referenced when all data are normative.
      3. Rejection of the necessity of determining grades.
   B. Incorrect statements will be:
      1. An assumption that there is a simple, "known" percentage which must be correct.
      2. Use of a simple narrative comparison.
      3. Rejection of the necessity of standard setting.

Specification Supplement:
III

Competency 14
Subskill i
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: CONSTRUCT OR ASSEMBLE A CLASSROOM TEST TO MEASURE STUDENT PERFORMANCE ACCORDING TO CRITERIA BASED UPON OBJECTIVES.

SUBSKILL: Evaluates and/or revises tests on the basis of validity, reliability, and student responses.

GENERAL DESCRIPTION/RATIONALE

Given the responses of the students to a teacher-made test, the examinee will identify appropriate techniques and procedures of examining the validity, or reliability of the test or the meaning and/or implication of the student responses, or will recognize appropriate reasons for and/or processes of revising the test.

STIMULUS ATTRIBUTES

1. The minimum given will be that the teacher has administered a (specified kind of) test and has scored it.

2. Depending upon the specified intent for the item which the item writer is preparing, additional possible givens may be, (a) student response to stem are available, (b) split half scoring already accomplished, (c) a reliability coeffecient, (d) mean score of the class, (e) standard deviation, (f) range of scores, (g) prior judgement, by the teacher, of degree of each individual's knowledge in comparison to that of his peers, (h) intent for use of the data, (i) number of items per testing objective and/or number of items right (and wrong) per selected objective, (j) distribution of choices among correct alternative and the distractors.

RESPONSE ATTRIBUTES

1. The correct alternative will be the appropriate choice for the issue selected as the basis for the item. The choice may be a reason, a technique, a process, a step or procedure, a level, an implication or an interpretation.

2. The distractors will be plausible but inappropriate (or distinctly less appropriate) reasons, techniques, etc.

Specification Supplement:
III

Competency 15
Subskill b
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISHES A SET OF CLASSROOM ROUTINES AND PROCEDURES FOR UTILIZATION AND CARE OF MATERIALS.

SUBSKILL: Determines the type and amount of materials necessary to complete classroom assignments.

GENERAL DESCRIPTION/RATIONALE

Given the purpose and nature of a classroom assignment, characteristics of the involved studnets, and the context within which the teaching-learning process takes place for the class, the examinee will be required to select the appropriate variables necessary for determining the type and amount of materials for completing the described assignment.

(This item deals with the teacher's ability to determine the type and/or amount of materials needed to complete the classroom assignment. In order to do this, the teacher must know (a) what is to be taught, how to carry out the teaching assingment, and the scope and sequence of the teaching content; (b) the materials which will best support, complement and/or enhance the teaching-learning situation; (c) know class size/s, level/s of student sophistication, students' specific needs, and the location where assignments are to be completed (individual desks, learning centers, home, etc.).

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 80 words will give the nature of the class (age of students, level of sophistication, range of abilities); the nature of the learning experience (content, mode of presentation, type of assignments); and general information about the school/community population, the examinee will be required to select the appropriate variable/s necessary to adequate planning of learning experiences.

2. The examinee will be asked by the stimulus to select from four or five choices of variables the ones most appropriate for the stimulus situation.

RESPONSE ATTRIBUTES

1. The correct response will require the examinee to have an in-depth knowledge of the teaching-learning process in order to select an appropriate group of variables to reach the goal or carry out the assignment given in the stimulus situation.

2. The distractors may contain (a) a mixture of variables and materials, (b) variables which would not apply to the particular situation, (c) only goals and objectives or (d) characteristics of materials to be used rather than variables.

Specification Supplement:
IV

64

ITEM SPECIFICATION

STATEMENT

Competency 15
Subskill C
Item No.
(If more than
1 for subskill

COMPETENCY: ESTABLISH A SET OF CLASSROOM ROUTINES AND PROCEDURES FOR UTILIZATION AND CARE OF MATERIALS.

SUBSKILL: Organize an effective system for placement and distribution of materials in the classroom.

GENERAL DESCRIPTION/RATIONALE

Given descriptions of a classroom environment and students' characteristics and of the specific teaching procedures expected to be utilized by a teacher, the examinee will draw upon understandings of those variables as they affect the teaching-learning situation (in positive or negative ways) in order (a) to select a suitable system for the described situation, (b) to evaluate the existing conditions, or (c) to select a management system to control students' activities in the described situation. The focus may be on floor plans and arrangement of furniture and storage areas, on special facilities within or outside of the classroom, on management procedures to effect best use of space and materials, and/or on interrelationships among those variables.

RATIONALE: (Teachers' abilities to plan and use available space best suited for the classroom, students, and teaching purposes are a very important factor in this item. The more familiar teachers are with the best practices for material storage, distribution, and use, the more able they are to take advantage of the materials. Application of good practices should benefit students directly in their learning. An optimum, effective system of storage and distribution facilitates teacher and student effectiveness and efficiency. The teacher must incorporate knowledge of principles of room arrangement, traffic lanes, accessibility, safety, proximity to action, etc. Then, the teacher must consider the influence of such understandings on facilitating teaching and learning.)

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 100 words will give a description of the environment (e.g., space, materials storage, student population) and a description of the teaching procedures/goals of a teacher with a statement of the conditions that the examinee should take into consideration.

2. The stimulus will require the examinee to select from among four or five choices (a) a suitable plan for rearranging a classroom, (b) an accurate evaluation of the situation, or (c) a management system suitable for the described situation.

Specification Supplement:
I; IV; VI

RESPONSE ATTRIBUTES

1. Responses may be either: (a) a verbal or pictorial explanation of a plan for arranging a classroom, (b) an evaluation and/or recommendation of a described situation, or (c) a management system.

2. The correct response will be the option which is appropriate for the described situation.

3. The distractors will be (a) a statement and/or floorplan or evaluation or management plan that gives no consideration to traffic patterns and principles of room arrangement; (b) a floorplan inappropriate for the class size, age level and/or preferred teaching procedures or evaluation that disregards basic principles, or a management system unsuitable for the described situation or a combination of unsuitable variables; or (c) a good choice of one variable and poor choices of others.

ITEM SPECIFICATION

STATEMENT

Competency 15
Subskill e
Item No. (If more than 1 for subskill ____

COMPETENCY: ESTABLISH A SET OF CLASSROOM ROUTINES AND PROCEDURES FOR UTILIZATION AND CARE OF MATERIALS.

SUBSKILL: Identify physical elements and arrangements in the classroom that directly affect learning.

GENERAL DESCRIPTION/RATIONALE

Given a description of (a) the physical elements in a classroom setting and/or (b) a classroom incident with visual or verbal depictions of the conditions in the setting, the examinee will demonstrate understandings of the positive or negative influences of the physical environment of the classroom (e.g., size of room, floor covering, furniture temperature, lighting, storage areas, access to materials, work spaces, etc.) on the teaching-learning process.

RATIONALE: Well-organized classrooms with equipment and supplies conducive to student involvement enhances a positive teaching-learning situation. Disorganized or poorly equipped rooms may foster negative attitudes toward school and learning. Resourceful teachers can do much with little to make classrooms attractive and welcoming. They can arrange materials and equipment in ways to permit both quiet and noisy activities and both individual and large-group involvements.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 80 words may provide a description of (a) a classroom setting in which physical elements (such as space dimensions, storage areas, shelves, sink, books and materials, and seating arrangements) are specifically explained (or visually presented) and/or (b) a classroom incident (positive or negative) with visual or verbal depictions of conditions of the setting.

2. The stimulus will require the examinee to select from among four or five options the one that best demonstrates awareness of the positive or negative influences of physical elements in the classroom on the teaching-learning process.

RESPONSE ATTRIBUTES

1. The correct response will require the examinee to select the verbal description or pictorial plan most likely to show that physical elements and/or arrangements are influencing the teaching-learning process in a positive or negative way.

2. The distractors may contain (a) a very vague description of physical elements and arrangements, precluding any conclusion about influences on the teaching-learning process; (b) student factors rather than physical elements or arrangements, which are ignored; (c) teacher's behavior with or without descriptions of pertinent physical factors; (d) physical elements, classroom activities, and students' behavior; or (e) too few or too many variables to be of any use in the identification of possible influences on the teaching-learning process.

Specification Supplement:
I; VI

Competency 15
Subskill f
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: ESTABLISH A SET OF CLASSROOM ROUTINES AND PROCEDURES FOR UTILIZATION AND CARE OF MATERIALS.

SUBSKILL: Involves students in developing routines and procedures for physical movement in the classroom.

GENERAL DESCRIPTION/RATIONALE

Given a description of (a) a potentially dangerous classroom arrangement for students' moving to various work/materials areas with rules and arrangements requiring students' input or (b) a classroom incident of problems created by the factors stated in a, the examinee will be required to recognize the need for both safety precautions and application of principles of teacher-student planning to enhance acceptable student behavior.

RATIONALE: (This item is concerned with movement in the classroom and its effect on safety and care of materials and equipment. The examinee is expected to understand the importance of established, uncluttered traffic lanes in the classroom and control of the students' movement along these lanes. Materials and equipment have to be arranged to be accessible via those traffic lanes. Established rules can prevent confusion, crowding, and ensuing materials damage. The teacher's involvement of students in development and testing appropriate traffic lanes will encourage student observance of the rules and lanes.)

STIMULUS ATTRIBUTES

1. The stimulus may be a direct question or a scenario of 50 to 100 words that focuses on classroom situations which are dangerous (or potentially so) because students have not been involved in establishing routines and procedures to avoid problems.
2. The stimulus may be a verbal, pictorial, or a combination of the two.
3. The stimulus may describe/illustrate such elements as (a) equipment in danger of being damaged or of hurting students; (b) disruptions to learning caused by passage of students (to acquire materials or turn in work, for example); (c) crowding into an area, disrupting learning or creating a safety hazard; (d) breakage or damage (real or potential) of materials, equipment, or facilities; and/or (e) improper arrangements due to lack of teacher understanding of students' needs.

RESPONSE ATTRIBUTES

1. The correct response should require the examinee to recognize why and how students should be involved in developing routines and procedures for movement in the classroom. The correct option may demonstrate that students did not understand and/or appreciate the need for a procedure or routine or that the teacher did not involve students in the decisions. The correct option should incorporate provisions for involving students in deciding procedures and routines.
2. The distractors should incorporate one or all of the following: (a) inaccurate analysis of situations; (b) no involvement of students in decision-making processes; (c) teacher's failure to recognize the need to involve students; (d) incorrect or inappropriate procedures for involving students in decision-making; and (e) inappropriate procedures to fit the described circumstances.

Specification Supplement: I

ITEM SPECIFICATION

STATEMENT

Competency 15
Subskill g
Item No.
(If more than
1 for subskill

COMPETENCY: ESTABLISH A SET OF CLASSROOM ROUTINES AND PROCEDURES FOR UTILIZATION AND CARE OF MATERIALS.

SUBSKILL: Aranges classroom furniture and equipment to accommodate selected teaching strategies.

GENERAL DESCRIPTION/RATIONALE

Given a description (a) of an instructional approach (teaching strategy, curriculum design and techniques used, activity having special techniques or procedures) used by a teacher, (b) of the classroom setting (physical arrangement of furniture, storage of materials, and/or special work areas) used by the teacher, the examinee will be required to understand the relationship of teaching strategies to room arrangement and to match a suitable strategy (or recognize an unsuitable strategy) with classroom setting of an appropriate type.

RATIONALE: This item deals with the principle of having a classroom organized to implement a teaching strategy in the best way possible. Strategies may be quite diverse, such as straight lecture, learning centers, interest corners, independent study, audio-visual programs, or a combination of these or other approaches. The examinee will draw upon understandings of the use of space as it will vary with different strategies and the suitability of room arrangement for specific strategies. Also, the examinee may be expected to recognize whether or not routines and procedures for use and care of materials to support the strategies are planned or are appropriate.

STIMULUS ATTRIBUTES

1. The stimulus may be a scenario of 50 to 80 words or a pictorial view of a classroom arrangement.
2. The stimulus will describe an instructional approach (teaching strategies or activities) or a classroom setting (room arrangement).
3. The stimulus will ask the examinee to select from a group of four to five options the one which is the best match of a teaching strategy with a classroom arrangement.

RESPONSE ATTRIBUTES

1. The correct response will be the most suitable room furniture and equipment arrangement to facilitate a specific teaching strategy or visa versa.
2. The distractors may include statements indicating (a) good understanding of room furniture and equipment arrangements but no understanding of their influences on teaching strategies used; (b) good teaching strategies but little understanding of how room arrangements can influence them; (c) classroom furniture and equipment arrangements matched to students' characteristics but neglect of relationships to teaching strategies; (d) complete disregard for room furniture and equipment arrangements and its influence on teaching strategies.

Specification Supplement:
I; VI

68

ITEM SPECIFICATION

STATEMENT

Competency 15
Subskill h
Item No.
(If more than
1 for subskill

COMPETENCY: ESTABLISH A SET OF CLASSROOM ROUTINES AND PROCEDURES FOR UTILIZATION AND CARE OF MATERIALS.

SUBSKILL: Identifies approved procedures for movement of students in emergencies that can be anticipated.

GENERAL DESCRIPTION/RATIONALE

Given a description of a series of procedures or activities taking place in a classroom or statements of emergency situations that might occur in schools (e.g., fire, tornado, flood, bomb threat), the examinee will be required to draw upon understandings of emergency procedures and/or safety rules related to the described situation.

RATIONALE: This item requires the examinee to recognize established procedures for the movement of students in the event of predictable emergencies. School policies indicate traffic routes for evacuation and designated positions for each class as well as plans for safety and cover. State laws require schools to plan for these emergencies and to conduct drills carefully. The examinee must have adequate understandings of the laws and general procedures for implementing laws and insuring protection of students.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 80 words will describe a series of procedures or activities and/or emergency situations that might occur in schools (e.g., fire, flood, tornado, or bomb threat).

2. The stimulus will ask the examinee to select from among four or five options the one that states the best action to take in the event of emergency(ies) or the safety rules applicable to predictable emergencies.

RESPONSE ATTRIBUTES

1. The correct response will be the best of four or five alternatives that state safety procedures or safety rules related to a predictable emergency.

2. The distractors may indicate (a) an awareness of safety procedures but incorrect application; (b) complete misinterpretation of safety rules for emergency movements of students; (c) complete ignorance of safety rules for emergency movement of students; or (d) student movement strategies that increase rather than reduce danger.

Specification Supplement:
I

Competency 16
Subskill a
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: FORMULATE A STANDARD FOR STUDENT BEHAVIOR IN THE CLASSROOM.

SUBSKILL: Identifies approved safety procedures and incorporates them into a standard for student behavior in the classroom.

GENERAL DESCRIPTION/RATIONALE

Given a description of any one of a number of potentially harmful situations (fire, bomb threat, chemical leakage, tornado, accident, malicious acts, etc.), the examinee will select from response options (1) the one which best describes desirable standards for student behavior when faced with a specific threatening situation, or (2) the teacher response to a situation that best incorporates this knowledge for a given emergency. The correct response should indicate a priority action and/or describe model behavior responses.

RATIONALE: Since this is a generic competency, no attempt will be made to test particular safety hazards such as those found in certain vocationally oriented courses. General safety problems and the procedures generally expected of teachers in protecting students, their property, and the school property should be incorporated within the teacher's standards for student behavior in the typical classroom. A standard describes the desired behavior in response to a general or specific situation (that which is established as a model or example--Webster's Collegiate Dictionary).

STIMULUS ATTRIBUTES

1. The stimulus will contain a scenario/incident having up to 80 words.
2. The stimulus scenario should describe a potentially harmful or dangerous situation in the classroom, including relevant and irrelevant data.
3. The stimulus will ask the examinee to choose from among four or five options the response that is the best option for the given situation.

RESPONSE ATTRIBUTES

1. The correct response will be the option describing the best action which will not cause panic.
2. The distractors may describe (a) correct action to be executed in panic-causing manner, (b) confusing or incorrect action without panic-causing implications.

Specification Supplement:
I

Competency	16
Subskill	b
Item No. (If more than 1 for subskill	)

ITEM SPECIFICATION

STATEMENT

COMPETENCY: FORMULATE A STANDARD FOR STUDENT BEHAVIOR IN THE CLASSROOM.

SUBSKILL: Identifies and incorporate socially accepted norms (such as mutual respect, consideration of others, courtesy) into a standard for student behavior in the classroom.

GENERAL DESCRIPTION/RATIONALE

Given a critical classroom situation and 4 or 5 options containing alternate sets, either rules and standards or teacher responses to the situation, the examinee will select the correct response on the set of classroom standards which incorporates socially accepted norms (such as mutual respect, consideration, courtesy).

It is given that these classroom standards have been democratically established, and are appropriate for the students' social and ethnic backgrounds, their ages, and their independence level into consideration. Classroom standards include, but are not limited to, (a) respecting each others' property and rights, (b) being courteous and helpful, (c) discouraging verbal and physical abuse, (d) walking and moving about in an orderly fashion, (e) using good manners, and (f) being polite and tolerant.

STIMULUS ATTRIBUTES

1. The stimulus scenario may have up to 80 words.
2. The stimulus statement describing the situation should be anecdotal and objective.
3. The stimulus scenario should present a situation involving such events as students' violation of others' rights, verbal or physical abuse, lack or courtesy, and/or threats.
4. The stimulus scenario should contain both relevant and irrelevant data.
5. The stimulus will ask the examinee to select from among four or five options the best solution to the situation.

RESPONSE ATTRIBUTES

1. The correct response should identify a correct standard or norm, or the teacher behavior which best incorporates the norms.
2. The distractors may (a) identify a standard or norm mixed with consequences, (b) describe isolated behavior not contained in a standard and its modification, (c) describe an option that is punitive (as if the teacher had been the offended party), or (d) describe an inappropriate standard or norm.

Specification Supplement:
I; II

Competency 16
Subskill c
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: FORMULATE A STANDARD FOR STUDENT BEHAVIOR IN THE CLASSROOM.

SUBSKILL: Identifies characteristics of the student population (such as age and maturity) that need to be considered in formulating a standard for student behavior in the classroom.

GENERAL DESCRIPTION/RATIONALE

Given a description of a student population (age, maturity, achievement level, etc.) or a set of standards, the examinee will be expected to know (a) which standards best fit the particular population or (b) which student characteristics would agree with the standard(s) described.

RATIONALE: In setting standards for group behavior, the teacher should consider the nature and maturity level of the students and/or the standards operable in different situations. For this item the examinee must recognize standards which are appropriate or inappropriate for particular ages or stages and appropriate or inappropriate class norms for particular groups or standards and the corresponding student characteristics.

STIMULUS ATTRIBUTES

1. The stimulus scenario of 50-75 words will describe (a) a classroom and some of the standards operating in it or (b) the students in the classroom (age, maturity levels, norms, etc.). Both relevant and irrelevant data may be included in the information.

2. The stimulus will ask the examinee to select from among four or five responses the one that indicates (a) the type of class the standards would apply to or the type of standards that would fit the class under consideration.

RESPONSE ATTRIBUTES

1. The correct response will state (a) appropriate standards to fit the described population or (b) the student characteristics to fit the standard(s) described.

2. The distractors will state information that is (a) a faulty perception of the influence of students' ages, maturity levels, etc. on classroom standards or visa versa, (b) a misinterpretation of student characteristics and the specific standards or visa versa, (c) a behavior modification technique rather than a standard, or (d) inability to understand the interrelationships of standards and classroom norms.

Specification Supplement:
I; II

Competency 16
Subskill d
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: FORMULATE A STANDARD FOR STUDENT BEHAVIOR IN THE CLASSROOM.

SUBSKILL: Establishes a realistic standard of behavior that has potential for consistent application.

GENERAL DESCRIPTION/RATIONALE

Given a description of a classroom management situation, the examinee will select the option which describes a standard that could be applied consistently regardless of the situation.

RATIONALE: The item should require the examinee to recognize that (a) certain model-type student behaviors may be appropriate in one setting, but not in another--due to maturity of students, nature of objectives, individual students' specific needs, etc.; (b) there are situations which call for teacher modification of standards--emergencies, turmoil, etc.; (c) certain ways of wording rules or establishment of "unreasonable" rules can cause over-reactions from certain students--i.e., inflame a raw situation; (d) teachers should not threaten what they cannot back up; and (e) certain rules/standards might be stated that would block positive as well as negative student behavior, thus hampering achievement of other desired objectives.

STIMULUS ATTRIBUTES

1. The stimulus narrative may be as long as 100 words.
2. The stimulus problem will cite the occurrence three or more times within a short time span of a classroom incident involving failure to meet teacher requirements.
3. The overall stimulus scenario may combine relevant and irrelevant data.
4. The stimulus will ask the examinee to select from among four or five statements the option that is most suitable for application in situations of similar nature.

RESPONSE ATTRIBUTES

1. The correct response will state either (a) a standard which may be applied most consistently in response to similar incidents, or (b) the teacher behavior in response to incidents of a similar nature which has the most potential for consistent application.
2. The distractors may (a) center around a specific standard that cannot be applied to the particular incident, (b) cite behavioral rules rather than standards, (c) give a standard inappropriate to the problem (example--age or maturity level, or (d) give a standard that can be interpreted in various ways.

Specification Supplement:
I; II

Competency 16
Subskill e
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: FORMULATE A STANDARD FOR STUDENT BEHAVIOR IN THE CLASSROOM.

SUBSKILL: Identifies and incorporates state and local policies into a standard for student behavior in the classroom.

GENERAL DESCRIPTION/RATIONALE

Given a description of a realistic classroom situation and teacher response to behaviors in classroom incidents, the examinee will identify teacher actions which are appropriate to the situations and conforming to a state law.

RATIONALE: This item will ascertain if the examinee has an adequate knowledge of the state laws governing students' rights and teachers' responsibilities concerning student behavior in the classroom. The teacher should draw upon these laws to develop classroom standards.

STIMULUS ATTRIBUTES

1. The stimulus scenario may have as many as 80 words.
2. The stimulus scenario will deal with situations such as corporal punishment, suspension, expulsion, and/or commission of a felony.
3. The stimulus will ask the examinee to selects from four or five teacher actions or procedures the one which is not in violation of state and local laws.

RESPONSE ATTRIBUTES

1. The correct response will be a teacher action based on adequate knowledge of the state laws.
2. The distractors may indicate (a) a partial knowledge of the laws, (b) a complete disregard for the laws, or (c) mistaken interpretation of the laws.

Specification Supplement:
I

Competency 17
Subskill a
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY CAUSES OF CLASSROOM MISBEHAVIOR AND EMPLOY TECHNIQUE/S FOR CORRECTING IT.

SUBSKILL: Identifies factors of the physical environment that affect student behavior.

GENERAL DESCRIPTION/RATIONALE

Given a description of a critical incident occurring within a classroom, and information concerning the physical and educational environment, the examinee should be able to recognize either: (1) physical environmental factors which are contributing to the problem, or (2) teacher response to the problem which best recognizes the influence of classroom physical factors.

RATIONALE: The item should require recognition of factors from the school and classroom environment which can have a potentially positive or negative effect on student deportment. It should also require recognition of ways that the positive or negative aspects could be fostered. The stimulus should require problem-solving behavior rather than mere recognition of factors that cause misbehavior. The examinee should respond to the stimulus by both recognition of positive and negative factors and ways to reduce or correct them within the constraints of a given situation. The item should be delimited to avoid focus on physical factors outside of the school.

STIMULUS ATTRIBUTES

1. The stimulus scenario/incident may have as many as 75 words.
2. The stimulus scenario should describe (a) the situation in which students are misbehaving, (b) a description of the classroom and age and type of students, (c) instructional activity or conditions, and/or (d) relevant and irrelevant data.
3. The stimulus will ask the examinee to select from among four or five options the one that best identifies the causative factor(s) and the best solution.

RESPONSE ATTRIBUTES

1. The correct response will be the one based on the most likely cause and the potentially best solution.
2. The distractors may state (a) irrelevant "cause" and irrelevant solution, (b) irrelevant cause and relevant solution, (c) possible cause and possible solution (but incorrect one), or (d) correct cause and incorrect solution.

Specification Supplement:
I; II

Competency 17
Subskill b
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY CAUSES OF CLASSROOM MISBEHAVIOR AND EMPLOY A TECHNIQUE/S FOR CORRECTING IT.

SUBSKILL: Identifies social and emotional characteristics of the teacher that affect student behavior.

GENERAL DESCRIPTION/RATIONALE

Given descriptions of classroom situations in which teacher behavior could be a cause of student misbehavior, the examinee will select the option which (a) recognizes the negative teacher behavior or (b) is the best solution to the specific problem (one which takes into consideration the teacher's recognition of the teacher behavior in creating the situation).

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 80 words will describe a school situation delineating (a) a teacher's behavior, reactions, general mood, and/or feelings--such as positive or negative attitude toward self; high or low self esteem; good or poor emotional adjustment; happy or depressed state of mind; consistency or inconsistency of behavior, etc., and (b) the students' behaviors.

2. The stimulus will ask the examinee to select from among four or five statements the one that best indicates (a) the teacher's social and emotional characteristics and (b) the reflection seen in the behavior of the students.

RESPONSE ATTRIBUTES

1. The correct response will describe a course of action which includes (a) correct recognition of the influencing teacher behavior and its influence on students and (b) the best solution to the stimulus situation.

2. The distractors will describe alternative courses of action which include: (a) incorrect identification of social and/or emotional characteristics of the teacher and correct pinpointing of resulting behavior; (b) a single action rather than a social and/or emotional characteristic of the teacher and a resulting behavior; (c) correct social and/or emotional characteristic of the teacher but incorrect recognition of student behavior resulting from it; (d) wrong analysis of the problem with incorrect social and emotional characteristic and incorrect identification of resulting behavior; or (e) identification of a school policy rather than social and/or emotional characteristic(s) of the teacher.

Specification Supplement:
I; II

Competency 17
Subskill c
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY CAUSES OF CLASSROOM MISBEHAVIOR AND EMPLOY A TECHNIQUE/S FOR CORRECTING IT.

SUBSKILL: Identifies physical, social, and emotional characteristics of the student that affect student behavior.

GENERAL DESCRIPTION/RATIONALE

Given a description of student behavior in a classroom situation, the examinee will be expected to recognize (a) the physical, social, and emotional characteristics of the student(s) and how they affect student behavior in school and (b) teacher behaviors which respond adequately to this knowledge.

The characteristics include but are not limited to these: Physical - size, height, weight, appearance, athletic ability, coordination, poise, disfigurement, or handicaps. Social - outgoing or withdrawn, friendly or antagonistic, in good or poor spirits, skilled or unskilled, cooperative or uncooperative, accurate or inaccurate in recognizing roles, aware or unaware of good hygiene. Emotional - shy or at ease, happy or sad, peaceful or angry, secure or insecure, affectionate or cold, joyful or fearful, well adjusted or anxious/jealous/envious. The item is delimited to include only the influences these behaviors have in the school setting, even though it is recognized that these characteristics are a part of an individual in and out of school.

STIMULUS ATTRIBUTES

1. The stimulus scenario of 50 - 80 words will describe a general school situation and student characteristics (physical, social, and emotional).

2. The stimulus will require the examinee to select from among four or five choices (a) the description that best exemplifies recognition of the student characteristic(s) involved and the consequences of this involvement or (b) the teacher response to the situation that best incorporates understanding of these factors.

RESPONSE ATTRIBUTES

1. The correct response will contain (a) identification of the physical, social, and/or emotional characteristic(s) manifested by the student(s) and their influence on behavior in school or (b) teacher behaviors/reactions which best recognize these.

2. The distractors may state (a) correct identification but incorrect behavior manifestation or correct teacher response to such; (b) incorrect identification and incorrect behavior modification or incorrect teacher recognition-response; (c) recognition of a consequence of the student(s)' moods and emotions; (d) contradictory analysis of student(s)' characteristics and/or teacher behavior/reaction to the situation; and/or (e) a description of a teacher's stereotyping in making selection of choices of characteristics and their influence on current school behavior.

Specification Supplement:
II

Competency 17
Subskill d
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY CAUSES OF CLASSROOM MISBEHAVIOR AND EMPLOY A TECHNIQUE/S FOR CORRECTING IT.

SUBSKILL: Identifies out-of-school factors that affect student behavior.

GENERAL DESCRIPTION/RATIONALE

Given a description of a classroom situation in which out-of-school factors may affect or are affecting classroom behavior of student(s), the examinee will choose the out-of-school factors which may be influencing the student(s)' behavior and/or recognize the most appropriate technique to solve or alleviate the situation.

(Even though out-of-school factors are not under the teachers' control, teachers eventually have to cope with them as they affect student(s)' in-class and/or in-school behavior. Some of these factors include, but are not limited to, the formative environment, socio-emotional environment, extra-curricular activities, social and sports events, etc.)

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 80 words may provide either or both of the following: (a) a description of events or conditions outside of the school which should be considered by the teacher in dealing with students; (b) a clearly stated classroom problem, the cause or roots of which are to be found in out-of-school factors or events.

2. The stimulus will require the examinee to select from among four or five choices (a) the potential cause of problems or specific external causes of a problem and/or (b) the best teacher behavior or intervention to solve or alleviate the problem.

RESPONSE ATTRIBUTES

1. The correct response will state the interfering out-of-school factor causing the problem in the classroom and/or the most appropriate technique to solve or alleviate it.

2. The distractors may include (a) in-and-out-of-school factors and also an inappropriate technique for solving the problem; (b) a correct out-of-school factor but an incorrect recognition of its influence on student(s)' behavior and also an inappropriate technique for solving the problem ; (c) a personal factor that sounds like an out-of-school factor and an irrelevant technique for solving the problem; (d) a correct out-of-school behavior with a technique to correct it that may be inappropriate; or (e) an out-of-school factor influencing a school policy rather than student behavior with a corrective technique that does not apply.

Specification Supplement:

Competency 17
Subskill e
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY CAUSES OF CLASSROOM MISBEHAVIOR AND EMPLOY A TECHNIQUE/S FOR CORRECTING IT.

SUBSKILL: Identifies aspects which affect student behavior.

GENERAL DESCRIPTION/RATIONALE

Given a description of specific classroom behavior, which is directly related or attributed to instructional procedures and/or techniques, the examinee will recognize the instructional procedures and techniques most likely to be responsible for the situation, or given a description of a situation in which a technique is not working and is causing misbehavior, the examinee will recognize the problem and select the best solution or remedy.

STIMULUS ATTRIBUTES

1. The stimulus scenario of up to 100 words should depict typical classroom situations(s), either positive or negative, which, among other factors, describe related instructional procedures or techniques which are appropriate or inappropriate.

2. The stimulus will require the examinee to select from among four or five choices the one which identifies the offending technique or procedure or the option which describes the teacher response to a situation that best corrects the offending procedure of technique.

RESPONSE ATTRIBUTES

1. The correct response will indicate the examinee's (a) recognition of the ways instructional procedures and techniques can positively or negatively influence the classroom behavior of students and/or (b) procedures for correcting situations which incorporate this recognition.

2. The distractors may incorporate inaccurate (for the situation) causative factors such as: (a) teacher characteristics, not teaching technique, or student(s)' problem, not teacher problem; (b) physical factors in or out of the room rather than teaching techniques; (c) student(s)' characteristics rather than teaching techniques or procedures; (d) a discipline problem not related to teaching techniques or procedures; or (e) numerous possible causes of the misbehavior, unrelated to the described situation.

Specification Supplement:
VI

Competency 17
Subskill f
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY CAUSES OF CLASSROOM MISBEHAVIOR AND EMPLOY A TECHNIQUE/S FOR CORRECTING IT.

SUBSKILL: Demonstrates effective techniques and strategies for managing student behavior.

GENERAL DESCRIPTION/RATIONALE

Given a classroom situation which describes various types of inappropriate and appropriate student behaviors the examinee will select the option which describes the, potentially, most suitable technique for correcting or avoiding the misbehavior. These stems should require knowledge of various techniques and procedures for managing behavior, and will draw upon understandings of types of student discipline problems and the most suitable techniques/procedures to control various types of such problems.

RATIONALE: Managing student behavior requires the teacher to know how to apply the principles of behavior management and control in situations such as, but not limited to, discipline, positive and negative reinforcement, motivation, individualized instruction, and establishment of positive attitudes toward learning. Teachers should be able to demonstrate competency in selecting alternative management techniques which are appropriate to the situation and which exemplify understanding of teaching and learning theories.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 80 words will describe a classroom situation in which, among other descriptions, are incorporated statements of individual, group, or class behavior problems.

2. The stimulus will ask the examinee to select from among four or five choices the technique/procedure best suited to control or solve the stimulus problem (with attention to students' age levels, class size, and location).

Specification Supplement:
I

RESPONSE ATTRIBUTES

1. The correct response will require that the examinee recognize the problem and identify the behavior management technique/procedure most suitable to control the situation. (These behavior management techniques/procedures may include behavior modification, modeling, individualization of instruction, and/or direct intervention, to mention only a few.

2. The correct response will describe behavior management techniques most appropriate for the discipline problem presented in the stimulus.

3. The distractors may include (a) only one correct behavior management technique and one unsuitable technique; (b) two unsuitable behavior management techniques; (c) instructional procedures rather than behavior management techniques; (d) teachers' characteristics rather than behavior management techniques; or (e) students' characteristics causing the discipline problems rather than behavior modification techniques

Competency 18
Subskill a
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEVELOP A SYSTEM FOR KEEPING RECORDS OF CLASS AND INDIVIDUAL STUDENT PROGRESS.

SUBSKILL: Construct a system for recording individual student knowledge and skills progress in a subject area.

GENERAL DESCRIPTION/RATIONALE

Given a description or data covering the elements that should be considered in a system for recording individual student knowledge and skills progress, the examinee will be asked to respond to situations requiring application of understandings of those elements.

It will be necessary to draw upon foundations of curriculum development, implementation, and evaluation requisite to maintaining an accurate and current record of both individual and group student progress in attainment of objectives. The examinee will be expected to recognize the relationship of interim evaluations to adaptation of instruction in order to enhance individual students' mastery of knowledge and skills.

STIMULUS ATTRIBUTES

1. The stimulus will describe or demonstrate teacher behavior in constructing a recording system to show individual students' progress in a subject area.
2. The stimulus may include (a) a passage describing a situation involving a typical group of students; (b) a problem of one students; (c) a diagram of a recording system; or (d) a direct question.
3. The stimulus will ask the examinee to select from among four statements the behavior that is most suitable, with the direction to apply understandings from foundations of educational principles.

RESPONSE ATTRIBUTES

1. The correct response will focus on recording of individual students' progress.
2. The correct response will be one that is (a) suitable for the stimulus situation; (b) sequentially accurate (if the stimulus includes sequence); and (c) based on the elements of foundations listed in the Specification Supplement III B.1.
3. The distractors will be (a) out of suitable sequence or (b) not suitable for the stimulus situation (in violation of the Specification elements) or (c) not focused on records of individual students' progress.

Specification Supplement:
III

Competency 18
Subskill b
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEVELOP A SYSTEM FOR KEEPING RECORDS OF CLASS AND INDIVIDUAL STUDENT PROGRESS.

SUBSKILL: Identifies methods for reporting individual student progress in knowledge and skills in a subject area.

GENERAL DESCRIPTION/RATIONALE

Given description or data covering the elements that should be included in a reporting system, the examinee will be asked to respond to situations requiring application of understandings of various reporting methods covering progress of individual students.

It will be necessary to draw upon foundations of tests and measurements and of methods of maintaining records of individual students' progress. For example, the examinee may be expected to recognize the difference between (a) norm-referenced and criterion-referenced reporting reporting methods, (b) formative and summative procedures, and (c) continuous-progress and ability-grouped curricula.

STIMULUS ATTRIBUTES

1. The stimulus will describe or demonstrate teacher/student/parent behaviors in determining a student's actual achievement level in mastering the basic knowledge and skills in a subject area.
2. The stimulus may include (a) a problem situation 50-60 words; (b) conditions affecting the choice of reporting method; or (c) a direct question.
3. The stimulus will ask the examinee to select from among four statements the reporting method that (a) can increase or lessen a problem; (b) will supply the information required to solve a problem; (c) will explain the reasons for a situation.

RESPONSE ATTRIBUTES

1. The correct response will reflect understanding of suitable means of reporting individual student progress in knowledge and skills in a subject area.
2. Some correct responses may reflect concern for teacher/student/parent relations.
3. Distractors will be statements of methods which would be (a) suitable for reporting group progress; (b) an inadequate reporting method (example: one unrelated to objectives); or (c) mixtures of adequate/inadequate reporting methods.

Specification Supplement:
III

Competency 18
Subskill c
Item No.
(If more than
1 for subskill _____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEVELOP A SYSTEM FOR KEEPING RECORDS OF CLASS AND INDIVIDUAL STUDENT PROGRESS.

SUBSKILL: Identifies methods for recording class progress in knowledge and skills in a subject area.

GENERAL DESCRIPTION/RATIONALE

Given description or data covering the performance of a class on a particular assignment, the examinee will select the option that represents the most suitable method of recording class progress.

It will be necessary to draw upon foundations of curriculum development, implementation, and evaluation requisite to maintaining an accurate and current record of both individual and group student progress in attainment of objectives. The examinee will be expected to understand various methods of measuring group progress.

STIMULUS ATTRIBUTES

1. The stimulus will ask the examinee to select from among four statement the recording method most suitable for the described situation.
2. The stimulus will describe or demonstrate results of a teacher's assessment or plans of a teacher to record class progress in a subject area.
3. The stimulus may include (a) a passage describing a situation involving a typical class; (b) a diagram of a record system; or (c) a direct question.

RESPONSE ATTRIBUTES

1. The correct response will be a recording method that is (a) suitable for the stimulus situation; (b) sequentially accurate (if the stimulus includes sequence); and (c) based on the elements of foundations listed in the Specification Supplement III B.2.
2. The distractors will be methods that are (a) out of suitable sequence or (b) not suitable for the stimulus situation (a violation of the Supplement elements) or (c) a mixture of suitable and unsuitable methods.

Specification Supplement:
III

Competency 18
Subskill d
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEVELOP A SYSTEM FOR KEEPING RECORDS OF CLASS AND INDIVIDUAL STUDENT PROGRESS.

SUBSKILL: Identifies method for reporting class progress in knowledge and skills in a subject area.

GENERAL DESCRIPTION/RATIONALE

Given a description of a realistic situation in which a teacher is asked to report particular kinds of performance/progress of a class (group data), the examinee will draw upon understandings of tests and measurement and curriculum development, implementation, and evaluation to select the most appropriate method for reporting class progress in knowledge and skills in a subject area, using what is appropriate for the specific situation.

Recording class progress may require special understanding; e.g., what is suitable for one student or one parent may not be valuable for a group of teachers, counselors, administrators, parents, or agencies concerned with educational programs. Thus, state laws and county policies, as well as understandings of the variety of reporting methods available, should be known to teachers. Clarity and simplicity are good qualities, whether presenting information to naive persons or professionals in education. Recording systems should be useful for any method that is required; thus, the teacher must understand systems as the basis for developing a report.

STIMULUS ATTRIBUTES

1. The stimulus of 50-80 words will describe situations that require selecting a reporting method of class performance/progress appropriate to a particular audience or for a specific purpose.
2. The stimulus may include such situations as the following: principals' requests for information to report to the public (summative); department chairmen's requests for data relevant to developing curriculum (formative); a superintendent's request for an audit report; parent organizations' requests for comparative reports; and requests from agencies engaged in setting educational policy or developing budgets.
3. The stimulus will ask the examinee to select from among four or five options the one best suited for the stimulus situation.

RESPONSE ATTRIBUTES

1. The correct response/option will consider the nature of the subject being reported, the audience receiving the message, and the accuracy of the method and will be the best option of those provided.
2. The distractors will be incorrect methods developed by mixing the variables of subject, audience, and accuracy, with some in each item correct and some incorrect, or will be reporting methods used only in reporting individual student progress.

Specification Supplement:
III

ITEM SPECIFICATION

STATEMENT

Competency 18
Subskill e
Item No.
(If more than
1 for subskill _____

COMPETENCY: IDENTIFY AND/OR DEVELOP A SYSTEM FOR KEEPING RECORDS OF CLASS AND INDIVIDUAL STUDENT PROGRESS.

SUBSKILL: Demonstrate knowledge of the laws and policies governing the content and use of student records.

GENERAL DESCRIPTION/RATIONALE

Given a description of a situation in which a teacher is requested to either (a) enter pertinent information of student progress on the school's permanent records (cumulative folders) or (b) discuss with students/parents/agencies the evidence of course assessment data, state assessment, or nationally normed achievement tests, the examinee will select (a) the legally and educationally sound recording/reporting method and/or (b) the recording/reporting method that gives the meaning of test information and the implications of the information within the limits of public laws and county policy.

This item requires the examinee to understand (1) recording and reporting systems suitable to convey adequate information of class and individual student progress; (2) the meanings of such information in terms understandable to students/parents/guardians; (3) the implications of assessment scores for current status of students and for future instruction; and (4) both the confidentiality of student records and the rights of students/parents/guardians to know and challenge the records of the individual student's own progress.

STIMULUS ATTRIBUTES

1. The stimulus scenario of 50-80 words will describe a situation concerning the content and use of student records which will ask the examinee to respond to the situation in a manner consistent with public law and county policy.

2. The stimulus will ask the examinee to select from among four or five choices the option which will be the best action to take within the limits imposed by public laws and county policy.

RESPONSE ATTRIBUTES

1. The correct response will require action concerning the content and use of student records that is most suitable within the limits of legally and educationally sound policies.

2. The distractors will be (a) inappropriate content (illegal); (b) unsuitable use of information according to either educational principles or legal policies; (c) use of individual student information in a manner that does not conform to legal policies; or (d) a combination of the use of inappropriate content or unsuitable use of class or individual student records according to legal policies.

Specification Supplement:
III

Competency 20
Subskill b
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEMONSTRATE BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INCLUDING THOSE FROM OTHER ETHNIC, CULTURAL, LINGUISTIC, AND ECONOMIC GROUPS.

SUBSKILL: Assist students in understanding that individual differences enable each person to make unique contributions to the group effort.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a student possesses a disability that has a bearing on mastery of an instructional objective, the examinee will identify the best course of action to assist the student in mastering the objective to the best of his/her ability.

Before making decisions regarding the handicapped student, the teacher candidate should be able to determine limitations imposed by the disability as well as perceptions of how an individual preceives his/her disability. In forming expectations, the teacher candidate should avoid stereotyping and should be aware that the term "disability" is not synonomous with the term "handicapped."

STIMULUS ATTRIBUTES

1. The scenario may be up to 75 words in length.
2. Scenario is applicable to all age groups and can be applied to different class settings and situations.
3. A situation is described involving individual differences.

RESPONSE ATTRIBUTES

1. The correct option is the first logical step in planning a lesson in which a student's disability may be a factor in mastering an instructional objective-determining objectively limits of a disability and the student's perception of it.
2. One incorrect foil prepares a class but makes unwarranted assumptions about the nature of the disability.
3. One incorrect foil has a student informing the class about the nature of his/her disability but ignores first having obtained the child's own perception of it thus creating a potentially embarrassing situation.
4. One incorrect foil only gives the child a choice of whether to participate thus potentially ignoring possible growth opportunities for both the student who may needlessly decline the opportunity and the class for not becoming more fully informed about the nature of disabilities and handcaps.

Specification Supplement:
II

Competency 20
Subskill b
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEMONSTRATE BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INCLUDING THOSE FROM OTHER ETHNIC, CULTURAL, LINGUISTIC, AND ECONOMIC GROUPS.

SUBSKILL: Assists students in understanding that individual differences enable each person to make unique contributions to the group effort.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which students evidence a great deal of prejudice because of a lack of information about individual differences, the examinee will identify the best procedures to help the class become more accepting.

A teacher candidate should be aware that in dealing with prejudice or unwarranted assumptions about other people, one must treat affective states before cognitive states. Thus, in order to foster more accepting attitudes, the teacher should first allow students the opportunity to express their fears and opinions before faulty underlying assumptions or logic can be dealt with effectively on a rational basis.

STIMULUS ATTRIBUTES

1. The scenario may be 75-100 words in length.
2. The situation is one calling for the teacher to cope with an instance in which an individual has a disability or is different from others in some noticeable respect and tends to withdraw from class activities.
3. The scenario is appropriate to all age and classroom settings.
4. Directions: identify the most appropriate response to encourage greater participation and communication between the disabled student and the class.
5. The nature of the disability does not preclude the individual from contributing to the group effort.

RESPONSE ATTRIBUTES

1. The correct option allows the student and other class members to express their feelings and opinions as a first step in fostering better rapport.
2. One incorrect foil permits further isolation between the student and the peer group by avoiding confrontation that facilitates greater rapport.
3. One incorrect foil deals inappropriately be relating only to the cognitive level of understanding.
4. One incorrect foil shows lack of respect for the student's capability to cope with failure and to know his/her limits.

Specification Supplement:
II

Competency 20
Subskill c
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEMONSTRATE BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INCLUDING THOSE FROM OTHER ETHNIC, CULTURAL, LINGUISTIC, AND ECONOMIC GROUPS.

SUBSKILL: Demonstrates awareness of cultural differences in dress, beliefs, and practices.

GENERAL DESCRIPTION/RATIONALE

Given a scenario of a classroom situation calling for a teacher to cope with how individuals perceive their own cultural and individual identities, the teacher will identify as the best response the one which allows class members the opportunity to achieve awareness of how an individual perceives cultural and individual aspects of his/her identity.

There are wide differences in the ways in which individuals perceive the relative importance of racial, cultural and individual aspects of their identity. Misunderstandings and interpersonal discord can occur when one does not appreciate or respect attributes that are uniquely valued by another. Thus, teacher candidates should be sensitive to the limitations of stereotyping and how individuals perceive stereotypes in terms of their own self-concepts such that they do not make unwarranted assumptions in relating to students.

STIMULUS ATTRIBUTES

1. The scenario may be up to 75-100 words in length.
2. Age, race, sex, grade and other personal characteristics are given.
3. It is important to include several important identity attributes such as race, appearances, talents and accomplishments.
4. The situation calls for introducing a child to the class or some instance which necessitates that one be aware of the ways in which an individual perceives and integrates aspects of his/her identity.

RESPONSE ATTRIBUTES

1. The correct option is one which allows the student to express what is important to him/her.
2. All incorrect foils make faulty assumptions about which aspects of student identity that are most important.
3. Two foils place the teacher in a situation in which the teacher is the focus of the action.
4. One foil transfers the action to the child but limits the child's latitude in expressing important aspects of his/her identity.

Specification Supplement:
II

Competency 20
Subskill C
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEMONSTRATE BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INCLUDING THOSE FROM OTHER ETHNIC, CULTURAL, LINGUISTIC, AND ECONOMIC GROUPS.

SUBSKILL: Demonstrates awareness of cultural differences in dress, beliefs, and practices.

GENERAL DESCRIPTION/RATIONALE

Given a scenario of a situation which highlights dramatically cultural and racial differences and/or similarities, the examinee will identify the best response to communicate differences and similarities between and among groups.

Teacher candidates should be able to demonstrate an awareness of cultural and racial differences and how these differences manifest themselves and can be dealt with as part of group process. Hence, teachers should be knowledgeable of appropriate teacher interventions which may foster acceptance of cultural and racial differences within a group or classroom.

STIMULUS ATTRIBUTES

1. The scenario may be up to 75-100 words in length.
2. Distinct racial or cultural differences among or between students are included.
3. The situation can be applied to all age and classroom settings.
4. The objective is to capitalize on cultural or racial richness of the situation as a learning experience while dealing with the interpersonal intricacies posed.

RESPONSE ATTRIBUTES

1. The correct option allows for all groups in the class to express their uniqueness without isolating any group.
2. One incorrect foil assumes cultural similarities on the basis of race.
3. One incorrect foil ignores potential interpersonal problems as well as an opportunity to foster increased cultural awareness.
4. One incorrect foil places the burden of assimilation on the culturally or racially different student(s) by spotlighting the differences and casting others only in the role as spectator.

Specification Supplement:
II

Competency	20
Subskill	c
Item No. (If more than 1 for subskill	3

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEMONSTRATE BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INCLUDING THOSE FROM OTHER ETHNIC, CULTURAL, LINGUISTIC, AND ECONOMIC GROUPS.

SUBSKILL: Demonstrates awareness of cultural differences in dress, beliefs, and practices.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which the topic of discussion may offend individuals on the basis of racial, ethnic or religious grounds, the examinee will identify the most appropriate course of action from among alternatives that would indicate cultural or racial sensitivity.

In a pluralistic and heterogeneous society, different symbols or topics of communication convey different meanings or invoke varieties of responses. Often, unfavorable responses are a function of race, religion or ethnic group membership. Thus, teacher candidates should be sensitive to topics, words or issues that may affront individuals because of differences in cultural beliefs or attitudes.

STIMULUS ATTRIBUTES

1. The scenario may be up to 50-75 words in length.
2. The scenario provides age, grade and subject data to make it realistic but is applicable to all levels and controversial subject matter.
3. The teacher objective is to insure a cooperative and successful learning experience.

RESPONSE ATTRIBUTES

1. The correct option indicates sensitivity to a controversial or sensitive topic.
2. Three incorrect foils are all acceptable steps in the process of planning a lesson but they ignore the potential sensitivity of the topic.

Specification Supplement:
II

Competency 20
Subskill c
Item No.
(If more than
1 for subskill 4

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEMONSTRATE BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INCLUDING THOSE FROM OTHER ETHNIC, CULTURAL, LINGUISTIC, AND ECONOMIC GROUPS.

SUBSKILL: Demonstrates awareness of cultural differences in dress, beliefs, and practices.

GENERAL DESCRIPTION/RATIONALE

Given a learning situation in which the material may offend individuals on the basis of religious or cultural beliefs, practices, and/or parental or personal values, the examinee will identify the most appropriate course of action to communicate respect for such differences.

It is not enough that teacher candidates are aware of culturally sensitive words, topics or issues, but they should also be knowledgeable of how to cope with situations in which certain topics or issues may impact the learning situation for individuals in the class. Respect for cultural differences can be communicated through the offering of choices to individuals or to the class.

STIMULUS ATTRIBUTES

1. The scenario may be 75-100 words in length.
2. Age, grade and subject matter are given.
3. The subject, content or approach is one which may pose hinderance to an optimal learning environment because of religious or moral beliefs or attitudes.

RESPONSE ATTRIBUTES

1. The correct option identifies the approach which recognizes and communicates respect for differences in cultural beliefs and attitudes among students.
2. One foil is incorrect because it draws attention to specific students and embarrasses them.
3. One foil simply allows the teacher to diminish (i.e., "water-down") the potential effectiveness of the lesson.
4. One foil suggests that the teacher implicitly ignore the potential impact on students of cultural differences and proceeds with the lesson.

Specification Supplement:
II

Competency 20
Subskill d
Item No.
(If more than
1 for subskill

ITEM SPECIFICATION

STATEMENT

COMPETENCY: IDENTIFY AND/OR DEMONSTRATE BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INCLUDING THOSE FROM OTHER ETHNIC, CULTURAL, LINGUISTIC, AND ECONOMIC GROUPS.

SUBSKILL: Establishes an environment for positive communication and interaction between students from different sociocultural backgrounds.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which there is a disturbance brought about by a change in the sociocultural environment, the examinee will identify the best response to help students cope with the situation in ways that promote open and honest communication.

Often, teachers are faced with changes brought about by an infusion of new students, new materials, reconstruction, re-districting, or social policy changes. Teacher candidates should know how to cope with such changes so as to take advantage of the opportunity for growth as well as for understanding different people and cultures.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. The scenario describes a potentially explosive social situation calling for a constructive teacher intervention.
3. The situation involves two or more different racial or cultural groups.
4. Non-verbal behavior of the students is described.

RESPONSE ATTRIBUTES

1. The correct foil acknowledges student affective states and encourages the expression of feelings and opinions as the most appropriate first step in fostering rapport. Rule: in emotionally tense situations, affective states must be dealt with before cognitive or rational states.
2. One incorrect foil is a laissez faire approach which inappropriately places full responsibility on students for coping with the situation.
3. One incorrect foil dismisses affect with an authoritarian teacher response.
4. One incorrect foil is a premature solution to the problem which ignores student affect.

Specification Supplement:
I; II

Competency 21
Subskill b
Item No.
(If more than
1 for subskill ____

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN DEVELOPING A POSITIVE SELF-CONCEPT.

SUBSKILL: Assists students in initiating self-directed learning.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a student has unstructured time, the examinee will select the most appropriate approach to promote self-directed learning.

One of the ultimate aims of education is to teach children how to learn. An aspect of this capability is the development of a value for independent learning. The teacher candidate should be able to identify intrinsic motives in students which encourage meaningful, self-directed learning such that students voluntarily seek new learning experiences.

STIMULUS ATTRIBUTES

1. The scenario may be approximately 150 words in length.
2. The scenario provides relevant age, grade, and sex data to simulate a real classroom situation.
3. The situation created for the item can include all ages and grades.
4. The scenario describes intrinsic motivators but does not label them as such.

RESPONSE ATTRIBUTES

1. The correct option encourages self-directed learning by using the student's intrinsic motivation.
2. One foil guides the student to resources required for independent learning but does not follow through with relating the materials or resources to a student's intrinsic motives thus leaving a constructive learning experience to chance.
3. One incorrect foil encourages the use of extrinsic motives such as grades, extra-credit, etc.
4. One incorrect foil allows the student to engage in whatever activity he/she wished. While such action mat establish an environment for independent learning, it nevertheless does not promote self-directed learning.

Specification Supplement:
VI

Competency	21
Subskill	c
Item No. (If more than 1 for subskill	1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATES INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN DEVELOPING A POSITIVE SELF-CONCEPT.

SUBSKILL: Assists students in understanding their needs, motives, experiences, and value and dignity.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a teacher anticipates that students will be faced with situations which present difficult decisions because of value-conflicts the examinee will identify the best course of action to help students prepare for such situations.

As students grow, they are often faced with difficult and important decisions in which they possess little knowledge of their own values and about the consequences resulting from such decisions. In such situations, students often rely on the peer group for support and guidance which can lead to value-conflicts. Sometimes topics covered in the classroom engender discussions which bear upon important choices facing students every day. Thus, teacher candidates should be able to assist students in helping them explore their own values vis-a-vis group values and to become knowledgeable about consequences of such choices when opportunities arise.

STIMULUS ATTRIBUTES

1. The scenario may be 50-75 words in length.
2. Situations are presented which involve difficult choices and values-conflicts such as thos involving alcohol abuse, drug abuse, theft, career choice, early marriage, pregnancy, abortion, etc.
3. The situation is cast in the future tense in which a teacher hopes to prepare students to face difficult decisions responsibly.

RESPONSE ATTRIBUTES

1. The correct option is one which calls for students to explore their own attitudes, feelings, and information (or lack of it) as a first step in the problem-solving process.
2. One incorrect foil merely sets forth behavioral contingencies (negative reinforcement) and concerns mainly the issue of "getting caught."
3. One foil is incorrect because it deals only with information.
4. One foil (a testimonial by "someone-who-was-there") is incorrect because it may well reinforce an attitude of "I'm sorry it happened to you, but it won't happen to me."

Specification Supplement:
II

Competency 21
Subskill c
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN DEVELOPING A POSITIVE SELF-CONCEPT.

SUBSKILL: Assists students in understanding their needs, motives, experiences, and individual value and dignity.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a student is placed in the role of outcast because of adhering to his/her values, the examinee will choose the most appropriate response to help the student analyze and cope effectively with the situation.

Often group membership engenders value-conflicts between individual values and group values. It becomes important for the teacher candidate to help students explore values when peer pressure does not suit individual needs and goals. Value conflicts call for clarification of individual and group values relative to certain courses of action in solving a problem. Teacher candidates should be able to assist students in developing values clarification skills and problem-solving skills rather than merely offering good parental advice.

STIMULUS ATTRIBUTES

1. The scenario may be 50-75 words in length.
2. The scenario may concern a wide variety of values-conflict situations such as drugs, sex, vandalism, truancy, etc.
3. The scenario situation should be consistent with the problems of the age group cited.
4. The situation describes a conflict between individual values and group values.

RESPONSE ATTRIBUTES

1. The correct option assists the student in identifying needs and values for himself and the group but leaves the responsibility of carrying out a solution to the student.
2. One incorrect foil ignores the student's affiliation needs and misses an opportunity to teach values clarification processes and decision-making.
3. One incorrect foil offers only a banal, vacuous cliche which completely ignores the student's delimma.
4. One incorrect foil ignores the student's affiliation needs and make a value judgement for the student.

Specification Supplement:
II

Competency 21
Subskill d
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN DEVELOPING A POSITIVE SELF-CONCEPT.

SUBSKILL: Selects and uses curriculum materials in accordance with the abilities and mastery levels of individual students.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which there has been an inappropriate choice of learning materials for a segment of a class because of ability level, the examinee will identify the most appropriate course of action which maintains the dignity and worth of all individuals in the class.

The potential to inflict damage to a student's self-concept through the use of curriculum materials which are too difficult for his ability level is a problem that teacher candidates should be aware of, not only in the selection of materials but also in their utilization. Since materials can seldom be appropriate for all students, teacher candidates should be able to respond to students who are experiencing difficulty in a manner that meets the student's educational needs while maintaining their feeling of dignity and worth.

STIMULUS ATTRIBUTES

1. The scenario may be 25-50 words in length.
2. The scenario is appropriate in terms of contextual factors for age of the main characters.
3. The situation is one in which some students are unable to use or comprehend instructional materials because of limitations in ability or experiences.

RESPONSE ATTRIBUTES

1. The correct option provides assistance to students who need it without embarrassment to the students.
2. One incorrect foil ignores the need for special assistance.
3. One incorrect foil provides an instructional intervention which is inappropriate.
4. One incorrect foil provides appropriate instructional intervention in a way which creates embarrassment for the student.

Specification Supplement:
II; VI

Competency 21
Subskill d
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN DEVELOPING A POSITIVE SELF-CONCEPT.

SUBSKILL: Selects and uses curriculum materials in accordance with the abilities and mastery levels of individual students.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which there has been an inappropriate selection of learning materials which do not relate to the experiences and/or values of individuals or groups of students, the examinee will identify the most effective course of action to address the learning needs of students for whom the materials are inappropriate.

Sometimes teachers are faced with situations in which curriculum materials are so irrelevant or biased relative to student experiences or values that they may actually affront a student's self-esteem. In such situations, teacher candidates should be able to respond to the needs of students in a manner that will preserve the dignity and worth of individuals who may be unable to relate to the instructional materials.

STIMULUS ATTRIBUTES

1. The scenario may be as many as 100 words in length.
2. Age, grade and sex data are included.
3. There is a discrepancy between the content or values implied in the learning materials and a student's experiences, background, and/or values.

RESPONSE ATTRIBUTES

1. The correct option recognizes the need for learning materials that relate to the individual students' experiences, background, and values by adding to the total learning resources available to the class.
2. One incorrect foil places the focus of attention on the disadvantaged or affronted student and may cause embarrassment.
3. One foil merely "explains away" the situation and does not take advantage of a learning opportunity.
4. One option ignores the situation.

Specification Supplement:
II; IV

Competency 22
Subskill d
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN INTERACTING CONSTRUCTIVELY WITH THEIR PEERS.

SUBSKILL: Uses techniques that assist students in examining their values, attitudes and beliefs.

GENERAL DESCRIPTION/RATIONALE

Given a scenario containing an irrational or illogical statement by a student, the examinee will choose the most facilitative response that captures the underlying feeling and promotes self-exploration.

The communication of empathy is an essential ingredient in fostering self-exploration of values, attitudes and beliefs. An aspect of empathy is congruence--the ability to respond accurately to the feeling level of a student in fostering self-exploration. Teacher candidates should be able to demonstrate a sensitivity to latent or underlying feelings expressed in student statements. This capacity calls for the ability to respond to a feeling rather than merely to the content of a statement.

STIMULUS ATTRIBUTES

1. The scenario may be 50 words in length.
2. Age, grade and sex data are provided as context elements.
3. The major character(s) express strong emotion.
4. Directions: identify the most facilitative response which fosters self-exploration.

RESPONSE ATTRIBUTES

1. The correct foil is the most facilitative response which accurately interprets the feeling implied in the statement. It can also be phrased in the form of a question and can provide additional substance to which the students may respond.
2. One incorrect foil states the feeling inaccurately.
3. One incorrect foil addresses content only.
4. One incorrect foil is the defensive response on the part of the teacher brought about by a misinterpretation of the student's statement.

Specification Supplement:
II

Competency 22
Subskill d
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN INTERACTING CONSTRUCTIVELY WITH THEIR PEERS.

SUBSKILL: Uses techniques that assist students in examining their values, attitudes and beliefs.

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing a classroom or group discussion situation, the examinee will identify the most appropriate course of action to initiate open and free discussion or to restore it if open communication has broken down.

Teacher candidates should be able to identify the appropriate techniques to foster open and free discussion of issues. The capability calls for the ability to ask appropriate open ended questions or to respond to affective states of the group should open and honest communication become stalled.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. Age, grade and class data are provided to create real-life context.
3. The scenario describes a group about to embark on a discussion or a group that has become stymied.
4. Directions: select the most appropriate response to assist a group (or class) in initiating an open and free discussion or in restoring it.

RESPONSE ATTRIBUTES

1. The correct foil responds to the group feeling, asks an open ended question, or addresses the problem related to the breakdown in communication.
2. One incorrect foil makes a premature "leap" to force the action.
3. One incorrect foil singles out a student at the risk of embarrassment.
4. One incorrect foil threatens or attempts to shame the class or group into talking.

Specification Supplement:
I; II; VI

Competency 22
Subskill d
Item No.
(If more than
1 for subskill 3

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN INTERACTING CONSTRUCTIVELY WITH THEIR PEERS.

SUBSKILL: Uses techniques that assist students in examining their values, attitudes and beliefs.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a teacher anticipates that students will be faces with situations which present difficult decisions because of value-conflicts, the examinee will identify the best course of action to help students prepare for such situations.

As students grow, they are often faced with difficult and important decisions in which they possess little knowledge of their own values and about the consequences resulting from such decisions. In such situations, students often rely on their peer group for support and guidance which can lead to value-conflicts. Sometimes topics covered in the classroom engender discussions which bear upon important choices facing students every day. Thus, teacher candidates should be able to assist students in helping them explore their own values vis-a-vis group values and to become knowledgeable about consequences of such choices when opportunities arise.

STIMULUS ATTRIBUTES

1. The scenario may be 50-75 words in length.
2. Situations are presented which involve difficult choices and values-conflicts, such as those involving alcohol abuse, drug abuse, theft, career choice, early marriage, pregnancy, abortion, etc.
3. The situation is cast in the future tense in which a teacher hopes to prepare students to face difficult decisions responsibly.

RESPONSE ATTRIBUTES

1. The correct response is one which calls for students to explore their own attitudes, feelings, and information (or lack or it) as a first step in the problem-solving process.
2. One incorrect foil merely sets forth behavioral contingencies (negative reinforcement) and concerns mainly the issue of "getting caught."
3. One foil is incorrect because it deals only with information.
4. One foil (a testimonial by "someone-who-was-there") is incorrect because it may well reinforce an attitude of "I'm sorry it happened to you, but it won't happen to me."

Specification Supplement:
I; II

Competency 22
Subskill d
Item No.
(If more than
1 for subskill 4

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN INTERACTING CONSTRUCTIVELY WITH THEIR PEERS.

SUBSKILL: Uses techniques that assist students in examining their values, attitudes and beliefs.

GENERAL DESCRIPTION/RATIONALE

Given a situation in which there is a conflict over territory, pecking order, roles, etc., the examinee will identify the best response which fosters self-exploration and the development of mature ways of coping with conflict.

Sometimes conflict breaks out over roles, pecking order, territorial imperative, goals, resources, etc. and it becomes important for teacher candidates to assist students in developing ways of coping with conflict other than physically vanquishing an adversary. It is important that students acquire the art and skill of compromise and reconciliation and in being able to differentiate causes from symptoms in conflict identification. A significant aspect of this skill is for both adversaries to accept responsibility for their actions and consequences of them.

STIMULUS ATTRIBUTES

1. The scenario describing the situation is 75-100 words in length.
2. The situation is one that typically induces overt hostility or over-reaction.
3. The conflict can be one over pecking order, distribution of resources, territorial imperative, incompatible goals, etc.
4. The content of the conflict should be appropriate for the age group given.

RESPONSE ATTRIBUTES

1. The correct option fosters exploration and responsibilities for the actions of both adversaries.
2. One incorrect foil concerns only the one who "started it."
3. One incorrect foil holds both parties responsible but does not promote self-exploration and growth--only punishment should it happen again.
4. One incorrect foil ignores the opportunity of developing better conflict-resolution skills and merely relocates the time and place of unproductive confrontation.

Specification Supplement:
I; II

Competency 22
Subskill d
Item No.
(If more than
1 for subskill 5

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN INTERACTING CONSTRUCTIVELY WITH THEIR PEERS.

SUBSKILL: Uses techniques that assist students in examining their values, attitudes and beliefs.

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a student is placed in the role of outcase because of adhering to his/her values, the examinee will choose the most appropriate response to help the student analyze and cope effectively with value conflicts.

Often group membership engenders value-conflicts between individual values and group values. It becomes important for the teacher candidate to help students explore values when peer pressure does not suit individual needs or goals. Value conflicts call for clarification of individual and group values relative to certain courses of action in solving a problem. Teacher candidates should be able to assist students in developing values clarification skills and problem-solving skills rather than merely offering good parental advice.

STIMULUS ATTRIBUTES

1. The scenario may be 50-75 words in length.
2. The scenario may concern a wide variety of values-conflict situations such as drugs, sex, vandalism, truancy, etc.
3. The scenario situation should be consistent with the problems of the age group cited.
4. The situation describes a conflict between individual values and group values.

RESPONSE ATTRIBUTES

1. The correct response assists students in identifying needs and values by analyzing the benefits and costs of group membership.
2. One incorrect foil misses an opportunity to teach values clarification processes and decision-making, and provides a ready made solution for the student.
3. One incorrect foil offers only a banal, vacuous cliche which completely ignores the student's dilemma.
4. One incorrect foil ignores the student's affiliation needs and makes a value judgement for the student.

Specification Supplement:
II

Competency 23
Subskill b
Item No.
(If more than
1 for subskill 1

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE TEACHING SKILLS WHICH ASSIST STUDENTS IN DEVELOPING THEIR OWN VALUES, ATTITUDES, AND BELIEFS.

SUBSKILL: Establishes teaching strategies that allow students to make choices based on clearly defined consequences.

GENERAL DESCRIPTION/RATIONALE

Given an expressed interest in an activity by a child, the examinee will identify an appropriate a) achievement indicator and/or b) ability indicator and/or c) interest indicator to assist the student in exploring his/her aptitude for it.

An aptitude is a predictive concept in which achievements, abilities and interests are elements what contribute to the formulation of a prediction. Achievements are reflected in prior accomplishments (i.e., have done), abilities are those skills an individual possesses in the present (i.e., can do), while interests express activities an individual would like to engage in. These three elements then contribute to the derivation of aptitudes (i.e., will likely do).

Teacher candidates should be able to assist students in exploring their interests, abilities, and prior accomplishments in selecting new goals or trying new experiences. Thus, candidates should be familiar with basic techniques and measures which help students explore these attributes to form reasonable expectation about future possibilities for growth and development.

STIMULUS ATTRIBUTES

1. The length of the situation or scenario is approximately 50 words.
2. Age and grade of the student is provided.
3. There is an expressed interest in pursuing a new activity or goal. Focus on school or career related interests if possible.

RESPONSE ATTRIBUTES

1. The correct response is the most appropriate and reliable source of information to assist a child in exploring abilities, interests, or accomplishments. In some instances they may be stated or written, or they may be measured by tests or inventories.
2. One foil is clearly an invalid indicator or measure.
3. One foil is an invalid indicator of the wrong entity (e.g., using an interest measure to assess abilities).
4. One foil is invalid because it makes an inappropriate assumption.

Specification Supplement:
II; VI

Competency 23
Subskill b
Item No.
(If more than
1 for subskill 2

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE TEACHING SKILLS WHICH ASSIST STUDENTS IN DEVELOPING THEIR OWN VALUES, ATTITUDES, AND BELIEFS.

SUBSKILL: Establishes teaching strategies that allow students to make choices based on clearly defined consequences.

GENERAL DESCRIPTION/RATIONALE

Given a scenario calling for the setting or maintaining of clearly defined guidelines for group behavior, the examinee will identify procedures required to effectively establish or maintain them.

Teacher candidates should be able to demonstrate mastery of important rules and principles related to maintaining order and discipline. An important aspect of maintaining order is to set firm guidelines and consequences for breaking them. If students then choose to break them, the consequences are imposed immediately and unequivocally.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. The situation is one calling for the establishing and maintaining of limits.
3. A student chooses to break them.

RESPONSE ATTRIBUTES

1. The correct response stresses following through immediately with established contingencies.
2. One or two foils fail to follow through immediately, thus not setting firm limits.
3. One incorrect foil changes or violates the conditions set forth in the contingency.

Specification Supplement:
II; VI

Competency 23
Subskill b
Item No.
(If more than
1 for subskill 3

ITEM SPECIFICATION

STATEMENT

COMPETENCY: DEMONSTRATE TEACHING SKILLS WHICH ASSIST STUDENTS IN DEVELOPING THEIR OWN VALUES, ATTITUDES, AND BELIEFS.

SUBSKILL: Establishes strategies that allow students to make choices based on clearly defined consequences.

GENERAL DESCRIPTION/RATIONALE

Given a description of symptoms indicating a need to explore values, the examinee will identify the most appropriate intervention that will facilitate the exploration of values rather than treating symptoms.

A teacher candidate should be aware of the danger of too quickly considering and selecting alternative solutions to problems before first having dealt with one's personal values. When helping students acquire problem-solving skills, the exploration of values becomes an essential consideration. Therefore, teache candidates should be able to recognize when the exploration of values is called for when students face both personal and academic problems.

STIMULUS ATTRIBUTES

1. The scenario may be up to 75 words in length.
2. Age, grade, and sex data are provided.
3. The situation is one in which the student exhibits behavior which calls for a teacher intervention and the exploration of values and/or beliefs.
4. The phase in the problem-resolution sequence follows the awareness and acceptance stages.
5. The problem may involve school, parents, family, peers, occupation, etc.

RESPONSE ATTRIBUTES

1. The correct response recognizes the need to explore values and to gain perspectives on a problem in relation to other facets of life. It also recognizes important values already apparent in the situation.
2. One foil is a palliative that obviates helping someone with the process of self-exploration as is called for by the situation.
3. One incorrect foil provides advice to do something which may or may not be effective. It also encourages low level problem-solving behavior which is tantamount to trial and error.
4. One foil encourages the displacement of frustration without helping the student examine his/her own needs and values.

Specification Supplement:
II; VI

SPECIFICATION SUPPLEMENT:

CONTENT BASE - PROFESSIONAL EDUCATION SUBTEST

SPECIFICATION SUPPLEMENT:

CONTENT BASE - PROFESSIONAL EDUCATION SUBTEST

I. Classroom Management

A. Principles

Authorities are in general agreement that:

1. teachers have failed in instructional procedures if students misbehave.

2. one does not eliminate undesirable behavior most effectively by use of punishment,

3. teachers need tactics to deal with immediate problems and strategies for solving problems affecting an entire class,

4. teachers must understand that external motivation is a control technique, which through reinforcement may become an internal motivation drive,

5. without mutual respect, little constructive work can be accomplished,

6. democratic living depends upon mutual respect, consideration of others, and courtesy,

7. mutual respect, consideration of others, and courtesy are the cornerstones of a healthy self-concept,

8. instruction is required to demonstrate the meanings of classroom mutual respect, consideration of others, and courtesy

B. Setting Standards for Student Behavior

1. Basis for setting standards and understanding causes of misbehavior

a. Individual needs and backgrounds.

b. The nature of both individual behavioral stages of development and various levels of classes as a whole.

c. Interrelated variables and conditions which result in common predictable group reactions to establishing and adhering to classroom standards.

d. Effects of student(s)' characteristics on classroom behavior.

e. Effects of group standards and norms on individual behavior.

f. Effects of teacher characteristics on classroom behavior.

2. Desired Characteristics of Standards

a. Flexibility and modification in an emergency.

b. Enforceability of rules.

c. Clarity of rules and standards.

d. Applicability to consistency, not to specific incidents.

e. Applicability to immediate situations as well as establishing applicability to satisfactory long-term conditions.

f. Emphasis on positive rather than negative aspects of behavior.

g. Absence of sarcasm or threats.

3. Legal Considerations

Standards must be consistent with school, district and state regulations.

C. Physical Factors Involved

Some factors which are important to control of the classroom environment are:

Physical factors -

1. seating arrangement

2. type of furniture

3. lighting

4. heating

5. chalkboards

6. size of room

7. working space

8. location of materials in relation to students' desks

9. control of temperature of room

10. control of lighting

11. teacher's location

D. Safety and Emergency Procedures

1. Principles

a. The teacher's responsibility is first and foremost the protection of students.

b. Teachers should know emergency drill routines, exit doors, and reasons that specific procedures are important in specific emergencies (e.g., the effects of drafts in kindling fires).

c. Specific responsibilities in cases of emergency must be taught to students.

d. The teacher is responsible for training students so that they do not panic. Monthly drill is not enough. Safety needs to be discussed and acted out, especially with younger students.

2. **Procedures**

Organizations concerned with safety procedures in the event of predictable emergencies provide suggestions for the persons involved in such situations:

a. The content of emergency drills should be made known to teachers and students. Practice should follow instruction.

b. Types of emergency situations should be known: fires, bomb threat, tornado watch, flash flood interrupting bus service, sudden leader/teacher illness necessitating hospitalization, student accident or severe illness, and evacuating a school bus.

c. Procedures include evacuation of buildings/dangerous areas, calls to authorities or agency, provision of food and sleeping arrangements, use of buildings as shelters, and notification of parents.

E. Involving Students

Rationale: Authorities are in general agreement that teacher-student planning should be viewed in two important ways:

1. Students' suggestions to help in solving problems should be a part of class activities. Students can be guided and supported without imposition of a teacher's wishes and authority. The teacher's role is to offer alternatives and advice (based on prior experience).

2. When students take part in decision-making, they are likely to accept routines and procedures. Management should maximize the time that students can spend in productive work; this result of planning will enhance students' self-concepts about their abilities to make decisions. Repeated experiences of solving classroom management problems will help students develop inner controls.

II. Development of Students

A. Phenomena and Theories

1. Scientific Method: Terms and Concepts

Observation	Cross-sectional method
Prediction	Normative studies
Control	Measurement
Case study method	Error
Experimental method	Causality
Interview method	Evaluation
Longitudinal method	Interview method

2. Developmental Phenomena

Terms and Concepts:	Theoretical Bases
Critical period	J. Piaget
Maternal deprivation	S. Freud
Weaning	E. Erikson
Imprinting	Kohlberg
Maturation	N. Bayley
Socialization	H. Harlow
Surrogate parent	Gagne
Toilet training	Thurstone
Prenatal development	Guilford
Neonate	Binet
	Terman
	Wechsler

3. Behavioral Phenomena

Terms and Concepts:
- Simple learning
- Complex learning
- Operant conditioning
- Classical conditioning
- Instrumental conditioning
- Stimulus
- Response
- Positive reinforcement
- Negative reinforcement
- Punishment
- Extinction
- Transfer
- Memory
- Frequency, recency, intensity
- Learning set
- Concept formation
- Eidetic imagery

Theoretical Bases
- Pavlov
- Skinner
- Thorndike
- Hull
- Guthrie
- McGregor
- Lorenz

4. Physical Development: Terms and Concepts
- Weight-age-height relationships
- Dental age norm
- Puberty
- Motor development
  - Age differences
  - Sex differences
- Skeletal growth and strength
- Voice changes
- Nutrition and growth
- Diseases
- Birth defects
- Abnormalities
- Growth spurt

5. Biological Phenomena

Terms and Concepts:
- Phenotype, genotype
- Chromosome
- Eugenics
- Gene
- DNA, RNA
- Nervous system
  - Cerebral cortex
  - Medulla
  - Cerebellum
  - Sympathetic nervous system
  - Parasympathetic nervous system
  - Autonomic nervous system
  - Peripheral nervous system
  - Involuntary nervous system

Theoretical Bases
- Mendel
- Darwin
- Watson

- Circulatory system
- Rh factor
- Endocrine system
  - Thyroid, adrenal, pancreatic glands
- Skeletal system
- Phylogenetic skills
- Ontogenic skills

6. Cognitive Development

Terms and Concepts:

- Creativity
- Intellectual trait
- Achievement
- Intelligence
- Aptitude
- Genius
- Retarded
- Intelligence test
- Culture-free test
- Culture-fair test
- Verbal ability
- Spatial ability
- Numerical ability
- Mental age
- Chronological age
- Language development
- Memory
  - Long-term
  - Short-term
- Abstract reasoning
- Recognition

Theoretical Bases
Piaget
Guilford
Binet
Terman
Wechsler
Bayley
Thurstone
Thorndike
Havighurst
Cattell
Otis

7. Moral development: Terms and concepts
   - Development stages (Kohlberg)
   - Universality
   - Social interaction and social experience
   - Logical reasoning and moral development

8. Personality and Emotional Phenomena

Terms and Concepts:

- Emotion
- Needs
- Love
- Jealousy
- Anger
- Depression
- Aggression
- Fear and worry
- Anxiety
- Conflict
- Frustration
- Frustration tolerance level
- Self concept
- Parental expectation
- Stress
- Threat
- Interests
- Attitude
- Motivation

Theoretical Bases
Freud
Erikson
Harlow
Levin
Maslow
McGregor
Murray
Rogers

9. Social Development Phenomena: Terms and Concepts:

- Culture
- Race
- Ethnic group
- Society
- Customs
- Mores
- Ethics
- Social class
- Social mobility
- Sociometry
- Self-fulfilling prophecy
- Nature-nuture controversy
- Psychological variables
- Sociological variables
- Birth order
- Sibling rivalry
- Cultural deprivation
- Peer culture
- Peer conformity
- Peer deprivation
- Prejudice
- Delinquency
- Environmental influences

10. Development of Values, Attitudes, and Beliefs

Terms and Concepts:
- Value
- Attitude
- Belief
- Fact
- Opinion
- Choice/consequences
- Implicit value
- Actions/beliefs
- Needs
- Wants
- Desires

Theoretical Bases
- Kohlberg: Stages of Moral Development: Preconventional, conventional, post-conventional
- Carkhuff-Berenson's Facilitative Processes: Empathy, respect, genuineness, concreteness

- Values/actions
- Values/beliefs
- Values clarification

11. Development of Self Concept

Terms and Concepts:
- Self
- Real self
- Perceived self
- Ideal self
- Self concept formation
- Values
- Values clarification
- Decision making
- Problem solving
- Value conflict
- "Group think"
- Deindividualization
- Subordination
- Trade-off
- Expectation
- Cost-benefit analysis
- Ability
- Sex
- Race
- Stereotyping
- Experiences
- Learning

Theoretical Bases
- Riesman:
  - Inner-directed
  - Other directed
  - Autonomy
- McGregor
  - Intrinsic rewards
  - Extrinsic rewards
- Maslow
  - Deficiency needs
  - Becoming needs
  - Self actualization
- Herzberg
  - Hygiene motivators
  - Satisfiers
- Rotter
  - Internal locus of control
  - External locus of control

109

Indicators:

Facial expressions
- joy
- anger
- grief
- depression
- acceptance
- questioning (open)
- questioning (closed)
- open hostility
- discouragement
- confident
- rejection
- fright
- tension/anxiety

Postures
- open
- closed
- avoidance
- attentiveness
- burdened
- protective
- defensive

Language
- "I" statements
- assertiveness
- compromise
- empathy
- unconditional positive regard
- genuiness
- reflection of feeling
- reflection of content
- reflection of non-verbal messages
- clarification
- open-ended questions
- active listening
- respect
- passive aggressive response
- resistance
- denial
- transference
- projection
- Flander's Interaction Index
- Carkhuffs levels of Epathic Respo
- underlying feelings
- surface feelings
- content
- process

12. Interpersonal, Interaction Skills

Generality
- Three types of goals with which interpersonal conflict may be concerned:
  1. goals and objectives that are non-divisible, non-sharable
     a. cooperative vs. competitive resolutions
  2. goals or objectives that may be decided and shared in various proportions between parties in the conflict
  3. goals or objectives that may be fully claimed and possessed by both parties

Categories of Conflict (by level of intensity)
- controversy
- competition
- combat

Methods of Conflict Resolution
- victory and destruction
- cessation
- shared-goals resolution
- compromise
- bargaining or negotiating
- mediation
- arbitration

Models and Theories
- Berlo Model
- Information theory model
- Barnlund model
- Westley and Macheau model
- Wenburg and Wilmot model
- Yalom

Elements of Cohesiveness and Productiveness Stages
- intimacy
- sharing
- support
- cooperation
- trust
- leadership models and rewards cohesive behavior
- compliance
- identification
- corrective emotional experiences
- group leadership established
- member roles and norms established
- crisis
- prevention
- isolation
- toleration

Elements of Cohesiveness and Productiveness Stages
- compromise
- cooperation
- communication skills
- active listening
- reflection of feeling
- reflection of content
- ego strength
- habitual response patterns
  - physical
  - emotional
- means vs. ends conflict
- conflict development
- cooperative reward structure
- competitive reward structure
- presocial behavior

Communication
- communication
- metacommunication
- communication-centered teaching
- communication-centered group activities
  - improvisation
  - role-playing
  - concentration activities
    - objectifocus
    - mirroring
    - individual pantomime
    - couple pantomime
    - group pantomime
  - communication games
  - communication styles
    - "poor little manipulating me"
    - victim
    - aristocrat
    - operator
    - pedantic professor
    - macho
    - great compromiser
    - complainer
    - cut-up
    - nurturer
    - one-downmanship
    - rebel
    - mystic, guru
    - scapegoater
    - scapegoat
    - righteous-one

Generalizations
-relate issue to real life experiences of students
-establish clear choices and consequences

Techniques
-open court
-debate
-forum
-reverse role play
-caucus
-due process

Affective Symptomology
depression, despair
anxiety
frustration
fear, phobia
anger
guilt
confusion
shame
self concept
inappropriate affect

Behavioral Symptomology
rebellion
withdrawal
antisocial/a-social behavior
hysteria (loss of emotional control)
hypochondriosis
impatience
obsessiveness
compulsiveness
dependency

Causal Factors in Maladjustment
conflict
communication
real-self
ideal self
irrational thought
value conflict
problem-solving skills
self knowledge

B. Students with Special Needs

1. Characteristics to be considered

a. reading level of individual students.

b. socio-economic and cultural background of students.

c. mental and/or physical handicaps of individual students.

d. prior learning of students of the topic under study.

e. special strengths and interests of individual students.

f. learning type - auditory, visual, kinetic

2. Types of Differences

Physical Handicaps
- Handicap
- Disability
- Cerebral Palsy
- Epilepsy
- Diabetes
- Respiratory Illness
  - Tuberculosis
  - Asthma
- Prosthesis

Cognitive Differences
- Phenotype
- Genotype
- Norm
- Abilities
- Developed Abilities

Cultural and Social Differences
- Prejudice
- Stereotyping
- Superstition
- Ethnocentrism
- Ethnic Group
- Gender Identity
- Discrimination
- Social Class
- Role Differentiation

General Concepts
- Mainstream
- Heritability
- Socialization
- Modeling
- Competition
- Cooperation
- Acculturation
- Affiliation
- Anamie
- Territoriality
- Peer Group
- Physical environment
- handicap
- disability
- status and spatial distribution
- "crowding"
- intrusion/personal space invasion
- population density
- privacy environment
- privacy
- proxeminiev - study of crowding and territoriality
- public territory
- secondary territory
- secondary environment
- social density
- social distance
- territorial imperative
- ownership (property)
- time/status and worth
- space/status and worth

111

III. Evaluating, Recording, and Reporting Student Progress

A. Evaluation Procedures

1. Types of classroom assessment techniques

a. Classification

Tests
- Written
  1. Objective
  2. Constructed Response
- Performance
- Oral

Direct Observation

Retrospective Observation
- Ratings
- Anecdotal Records

Rating of Pupil Products

Self-Report Inventories

b. Variables assessed by measures other than written tests*

Outcome	Representative Behaviors
Skills	Speaking, writing, listening, oral reading, performing laboratory experiments, drawing, playing a musical instrument, dancing, gymnastics, work skills, study skills, and social skills.
Work habits	Effectiveness in planning, use of time, use of equipment, use of resources; the demonstration of such traits as initiative, creativity, persistence, dependability.
Social attitudes	Concern for the welfare of others, respect for laws, respect for the property of others, sensitivity to social issues, concern for social institutions, desire to work toward social improvement.
Scientific attitudes	Open-mindedness, willingness to suspend judgment, sensitivity to cause-effect relations, an inquiring mind.
Interests	Expressed feelings toward various educational, mechanical, aesthetic, scientific, social, recreational, vocational activities.
Appreciations	Feeling of satisfaction and enjoyment expressed toward nature, music, art, literature, physical skill, outstanding social contributions.
Adjustments	Relationship to peers, reaction to praise and criticism, reaction to authority, emotional stability, social adaptability.

* From Norman E. Gronlund, Measurement & Evaluation in Teaching, Third Edition. New York, Macmillan Publishing Co., Inc., 1976.

2. Guidelines for Preparing Assessment Instruments

a. Non-test Measures

(1) Guidelines for Observational Checklists

Identify the variable to be evaluated.
Construct a list of clearly observable behaviors that will be indicators of the variable.
Lists should also include the most common mistakes, or negative behaviors, if clearly identifiable.
Arrange the items on the checklist in the order in which they are likely to be observed.
Provide a simple recording process, with instructions on how to use it.

Observational Techniques

Unobtrusive measures
- student dress pattern
- seating patterns
- student interaction patterns
- student demeanor
- student questions
- critical incidents

Student products
- autobiographies
- art, music, drama
- essays

Formal procedures
- sociograms
- structured problem solving
- gaming, simulations, role playing

Use of Observation

Categories of learning needs which should first be recognized in the classroom through use of observational techniques include:
- sensory deficits
- atypical physical and social development
- emotional problems
- mental deficiency
- giftedness
- special abilities
- learning disabilities
- academic deficiencies

Sources of invalidity and unreliability in classroom observation include:
- failure to record very soon after the observation
- failure to record enough of the situation to make the observation meaningful
- failure to record factual data, especially date, time, place, persons, setting, and sequence of events.
- recording of interpretations rather than actual behaviors.
- use of value-laden terms, e.g., ". . . was bad. . .
- failure to record both positive and negative behavioral incidents.
- failure to collect a sufficient number of observations of behavior before drawing inferences.

Categories of learning needs which should first be recognized through use of observational techniques include:

sensory deficits
atypical physical and social development
emotional problems
mental deficiency
giftedness
special abilities
learning disabilities
academic deficiencies

(2) Guidelines for Rating Scales

Compose statements of observable outcomes and, to the extent necessary, processes.
Rating scales should have approximately half of the statements in negative form.
The rating values should be defined in as objective terms as possible.
Brevity and tapping only the most essential components of a task reduce time demands.

(3) Guidelines for Anecdotal Records

Plan ahead which kinds of behavior will be observed, but recognize that significant, unexpected behaviors will also occur.
Anecdotes should be comprised of descriptions of actual events, i.e., avoid "loaded adjectives" and other forms of interpretation.
Record date, time, place.
Record as soon after the event as feasible.
Record negative behaviors if necessary; be sure to make clearly factual statements.

b. Tests

(1) Classification of Tests by Purpose

Tests and assessment techniques are classified in several different ways according to the purpose served.

a) Criterion-referenced tests--tests that are directly interpretable in terms of a specified set of instructional objectives--vs. norm-referenced tests--tests designed to rank students in order of achievement, from high to low.

b) Survey tests--tests that measure general achievement in a given area--vs. mastery tests--tests designed to show if the student has achieved enough to satisfy the minimum requirements of the course.

c) Individual tests--tests which can be administered to only one person at a time--vs. group tests--tests that can be administered to a number of individuals at the same time by one examiner.

d) Summative tests--tests used at the end of a course or unit of instruction to determine mastery of the instructional objectives and to provide results to be used in assigning grades--vs. formative tests--tests used during instruction to determine student progress and to provide feedback to students and the teacher.

e) Achievement tests--tests which measure the extent to which a student has acquired certain information or skills--vs. diagnostic tests--tests used to analyze an individual's specific areas of weakness or strength and to determine the nature of his weaknesses.

f) Tests of scholastic aptitude--tests designed to measure the general mental ability of students--vs. tests of special aptitude--tests designed to measure a broad range of educational and vocational aptitudes.

(2) Selection of Item Types

Selecting the item type to measure a stated objective is a matter of matching the behavior specified by the objective with the behavior measured by the test item. If the objective calls for supplying an answer, the test item should also require that the answer be supplied. If the objective asks that the student identify a fact or procedure, then the test item should also require that the fact or procedure be identified. If the objective calls for performing a procedure, then the test item should call for a performance.

(3) Guidelines for Constructing Tests

a. Objective Tests

Multiple-Choice Tests

1) The stem of a multiple choice item should clearly formulate a problem.

2) Include as much of the item as possible in the stem, but do not load the stem with irrelevant material.

3) Use a negatively stated stem only when it is important for the student to know the exceptions or to be able to detect errors.

4) The alternatives should be stated with the same clarity and preciseness as the stem. They should be relevant to the question or problem, and all should appear plausible to the uninformed or poorly prepared student.

5) Be sure there is one and only one correct or clearly best answer.

6) All of the alternatives should be grammatically consistent with the stem of the item.

7) The number of choices in multiple-choice items should be at least four; the generally preferred number is five.

8) Use "none of the above" only when the correct response is a finite value (mathematics, spelling, vocabulary): this coice is use as an option for all items in the group.

b. Constructed-Response Tests

Essay Items

1) Ask questions, or set tasks, which will require the student to demonstrate command of essential knowledge.

2) Write the question in such a way that the task is clearly and unambiguously defined for each examinee.

3) Be sure that the students do not have too many or too lengthy questions for the time available.

4) Avoid the use of optional questions.

5) Prepare a model answer in advance, deciding what points should be covered and how credit will be allowed for each.

6) If especially important decisions are to be based on the results of the test, obtain two or more independent ratings.

7) Errors in spelling, grammar, and usage should be checked in a student's written work by every teacher but should not affect the mark or grade except in language classes.

Short-answer/Completion

1) Word the item so that the required answer is both brief and definite.

2) Omit only key words in completion items.

3) Do not leave too many blanks in a statement; leave enough clues to enable the competent person to answer correctly.

4) Do not take statements directly from textbook to use as a basis for short-answer items.

5) If the answer is to be expressed in numerical units, indicate the type of answer wanted.

3. Uses of Assessment Data

a. Data Interpretation Concepts

Norm-referenced concepts (student vs. others)

mean	standard deviation	meas. of central tendency
median	percentile	
mode	stanine	meas. of dispersion
normal curve	variance	age equivalent
	standard score	grade equivalent
		scaled scores

Criterion-referenced concepts (student(s) against some comparison)

objective	minimum standard
domain	mastery learning

b. Formative Uses

Diagnosing students' learning needs
Planning for teaching and reteaching
Providing feedback to students

c. Summative Uses

Determining status
Predicting future performance
Evaluating programs

4. Diagnosis

a. Procedures

1) Identifies prerequisite knowledge and skills through task analysis.

2) Represents each prerequisite entry level knowledge and skill on the pre-test.

3) Determines the most direct measure (performance, test, observation, etc.), of the prerequisite entry level knowledge or skill.

The characteristics of diagnostic tests

1) Diagnostic tests are designed for identifying weaknesses in learning but not for indicating the level of proficiency.

2) Diagnostic tests indicate the typical errors a student makes, but not the causes of the errors.

3) Diagnostic tests are one tool in analyzing learning difficulties but should be supplemented with other information.

4) Diagnostic tests contain relatively easy items on a limited area of content.

5) Diagnostic tests present a profile of performance and subskills in a given subject area.

5. Inhibitors of Performance

anxiety - "test performance"
self-concept
home environment
classroom environment
peer relationship

Indicators of Anxiety (Non-Performance)

failure	daydreaming
blocking	boredom
stuttering	withdrawal
rationalization	antisocial class behavior
projection	truancy
denial	hypochondriasis
anger	clinging (excessive dependency)
tics	sloppy work
apathy	bladder problems
thumbsucking	nailbiting
transference	juvenile rebellion (agression)

B. Recording Procedures, Principles

1. Individual Students

a. Select objectives in three domains (as appropriate).

b. Decide the value (weight) to be placed on student performance of a given behavior.

c. Choose activities (assignments, tasks) to promote attainment of objectives.

d. Select the strategies for assessing attainment of objectives.

e. Present instruction to facilitate teaching/learning and to permit adaptation following interim evaluation.

f. Use a variety of instruments/tasks to obtain evidence of progress

g. Use both norm-referenced tests (relative achievement of group members) and criterion-referenced tests (absolute performance in terms of a standard or criterion.)

h. Select a marking system (grades) understandable to students and parents.

i. Provide for students' individual differences in learning rates, styles, and content mastery.

2. Classes

a. Select class objectives in appropriate domains.

b. Decide the value (weight) for each objective.

c. Choose activities (class assignments/tasks) to promote attainment of objectives.

d. Select the strategies for assessing attainment of objectives.

e. Present instruction and assessments to permit adaptation following interim evaluation.

f. Use a variety of instruments/tasks to check progress.

g. Use norm-referenced tests to obtain information of group progress.

h. Select a marking system (grades) understandable to students and parents.

i. Provide for students' individual differences in learning rates, styles, and content mastery.

C. Reporting Procedures

1. Individual Students

   a. Checklists of objectives and weights assigned

   b. Continuous-progress curriculum

   c. Criterion-referenced tests

   d. Individual tests.

   e. Teacher/student or teacher/parent conference

   f. Teacher/student contracts

2. Class Reports

   a. Ability-group standards

   b. Group unit tests

   c. Formative data

   d. Group achievement tests

   e. Norm-referenced tests

   f. Summative data

3. Guidelines in Reporting Test Data for Classes

   Authorities suggest various ways to interpret group data acquired from standardized tests. Teachers must understand the meanings of various tests (e.g. formative data, group achievement tests, norm-referenced tests, and summative data) and be aware of the confidentiality of individual students' records. Comparative reporting may require attention to changes in school population or curricula over a period of years. Some type of visual aid will assist naive persons (e.g. many parents) in grasping the significance of changes in group scores.

D. Student Records

1. Information in Student Records

a. identification

b. past performance on achievement tests

c. performance on mental ability tests

d. physical or sensory handicaps

e. health record

f. socio-economic level of family

g. educational level of parents

h. past grades

i. comments from past teachers

j. place of residence of student

k. language spoken in home

l. schools attended

m. past corrective or remedial work

n. record of absences from school

2. Issues Related to Student Records

validity of information
documentation - specificity
trend analysis (identifying trends)
anomalies
limits of value-judgment
habitual vs. isolated events.

legal implications
ethical implications
impact of student file (what goes in student file follows student a long time)
audience identification (who sees file)
primary vs. secondary source material (i.e. direct vs. indirect observation)
neatness
stereotyping

3. Access to Records

There is implied in the competency subskill statement that the examinee will understand recording/reporting systems of student progress in a subject matter. In addition, there is implied that the examinee will understand various assessment procedures and be able to both interpret such assessment results and state the implications of the information for a specific class or individual student. These are understandings acquired in the study of tests and measurement, educational procedures for developing a recording/reporting system, and foundations of curriculum development, implementation, and evaluation. (The sources for these have been listed in other sections of this supplement).

Access to student records is governed by the public laws and county policies governing the content and use of student records and understandings of appropriate procedures to follow in meeting the demands of various persons/groups for information about class and individual student progress.
(It is to be understood that county policies may be more delimiting than statements in public laws, since state departments of education establish policies that are transmitted to the counties for application at the local level.)

216

IV. Instructional Materials

A. Sources of instructional material

1. classroom library
2. school media center
   a. books and magazines
   b. film and film strips and slides
   c. vertical files of posters, charts, maps, and pamphlets
   d. community resource files
   e. records and tapes
   f. transparencies
3. public library
4. county curriculum centers
5. publishers catalogs
6. catalogs of free and inexpensive materials
7. local organizations and merchants
8. teacher's professional library and files of materials
9. equipment manuals and manufacturer's instructional materials.

The most appropriate source for a given situation would depend upon the nature of the materials sought. A teacher should first consult the closest source likely to be a productive source of the desired materials.

Additional sources for materials development, or for the materials themselves, include organizations and individuals within the community. The value of human resources, as well as materials resources, and the use of equipment as well as materials, should be recognized.

B. Desired characteristics of materials

1. attractiveness
2. appropriate style and size of type
3. reasonable cost
4. durability of materials
5. copyright date
6. multiple tracks
7. accuracy of factual information

The importance of the characteristics of particular materials is determined by the purpose for which the materials are selected.

C. Selection of Materials

1. Considerations
   a. use (large group, small group, individual)
   b. usefulness to learner (level, structure, feedback)
   c. usefulness to teacher (instructional goals and objectives; planning, implementing, and evaluation/recordkeeping)
   d. cost factor with degree of usefulness and efficiency (durability, yearly costs for consumable parts, cost for training teachers to use)
   e. maintenance and upkeep (loan basis to students [Florida Statute 233.45], mechanical parts)
   f. cooperative selection by students and teacher
   g. appropriateness to time and space available (portable, storage space needed/availability)
   h. variety of types (printed texts, articles, workbooks; audio-visual films, tapes, slides, videotapes; packaged programmed, individualized, games, simulation materials)
   i. publisher's evaluation procedures (pretesting, field-testing, evaluating)

2. Criteria

a. subject materials to criteria specified or implied by objectives
b. select culturally and sexually non-biased materials
c. identify materials which involve students in problem solving
d. select materials which range from simple to complex
e. select materials which match students' learning styles
f. provide manipulative materials when needed
g. select materials which stimulate the senses
h. include materials which help provide individual instruction (programmed lessons, teaching machines, learning kits, special interest materials)
i. select materials which are worth the time, expense, and effort involved in using them
j. select materials which reflect the students' living environments.

D. Modification of Materials

1. audio-taping materials
2. rewriting materials at a lower reading level
3. transcribing materials or having materials transcribed into Braille for visually impaired students
4. breaking material into small units for students who have difficulty mastering larger segments of materials
5. making materials more concrete (less abstract)
6. changing response modes (e.g. providing for pointing, responding orally instead of in writing, etc.)

V. Instructional Objectives

A. Purpose for Writing or Selecting Objectives

Acceptable Purposes:

1. To inform learners of what they are expected to learn.
2. To guide the teacher in selecting the content of instruction.
3. To guide the teacher in selecting instructional materials.
4. To guide the teacher in selecting activities.
5. To guide the teacher in construction of valid evaluation of instruction.
6. To guide discussion of curriculum with parents.

Erroneous conceptions of the purpose:

1. To standardize the curriculum.
2. To assure that the teacher knows the subject matter.
3. To provide busy work for teachers.
4. To enable specialists, including administration, to control the curriculum.
5. To provide a means for administrators to check up on teachers.

B. Guidelines for Constructing or Adapting Objectives

1. Objectives are written in terms of what students will do, not in terms of what the teacher will do.
2. Behavioral verbs are used in writing objectives, verbs which indicate observable change in behavior.
3. Objectives should challenge students, but be attainable.
4. Objectives should relate the subject matter to the experiential background of students.
5. Objectives should include all important aspects of the unit of study.

6. Objectives should be in harmony with sound principles of learning, including at least these:
   a. principle of readiness,
   b. principle of motivation,
   c. principle of retention,
   d. principle of transfer.

C. Sequencing Objectives
   1. The hierarchical nature of the subject matter.
   2. Progression from concrete objects to abstract ideas.
   3. Arranging steps small enough to assure mastery of objectives by slower learners.
   4. Providing objectives beyond the minimum essentials for the more able student.
   5. Considering the spiral curriculum method of arranging objectives to insure adequate exposure of students to subject matter to assure mastery.

Other considerations in sequencing activities
   1. Activities should be sequenced in terms of their simplicity/complexity.
   2. Prerequisite learnings should be taken into account in sequencing activities
   3. Activities related to general learning outcomes should occur before those concerned with specifics.
   4. Activities which are related to facts and ideas which may be arranged in chronological order may appropriately assume that order.

VI. Learning and Teaching

A. Conditions that affect learning

1. The amount of time spent in learning in relation to the time needed.
2. Perseverance-student willingness to spend time in learning.
3. Aptitude for the task.
4. Quality of instruction.
5. Ability to understand instruction.
6. Student's readiness to learn (including history of success in learning).
7. Teacher's readiness to teach.
8. Teacher's style of teaching in relation to student's learning style.
9. Teacher's expectation that learning will occur.
10. Socio-economic background of student.
11. Educational background of student's parents.
12. Classroom social climate.
13. Native tongue of the learner.
14. Environmental distractions (e.g., outside noise or other competing stimuli).
15. Attractiveness of materials to students.
16. Appropriateness of materials to stated objectives.
17. Enthusiasm of the teacher.

B. Terms and Concepts

Behavioral paradigms
- Law of effect
- operant conditioning
- classical conditioning
- Premack principle
- drive
- goal
- frustration

Properties of stimulus
- cue
- stimulus generalization
- association
- discrimination
- extinction
- unconditioned stimulus (UCS)
- stimulus deprivation
- conditioned stimulus (CS)
- anticipation, expectation
- gradient
- phenomenal field
- aversive stimulus

Properties of response
- unconditioned response (UCR)
- conditioned response (CR)
- primary reward
- secondary reward
- acquired rewards
- symbolic rewards
- habit strength
- extinction
- contingency
- reinforcement
- partial reinforcement
- punishment
- shaping
- positive reinforcement
- negative reinforcement

Other terms
- memory
- synapse
- sense organ
- proprioception
- biological drive
- psychological drive
- medulla
- cerebral cortex
- motivation
- threat
- anxiety
- modeling
- stress
- probability
- nervous system
- isolation

C. Classroom Strategies

1. Securing attention

Recommended techniques:

a. Use a change of stimulus pattern
b. Learn and use the names of students.
c. Use novel or unfamiliar stimuli.
d. Eliminate activities which may distract or interfere with concentration.
e. Develop with the students signals for use when attention is expected.
f. Avoid disruptive and/or antagonising techniques.
g. Avoid use of techniques which in themselves or which in particular situations tends to reinforce the undesirable behavior than in progress.
h. Reinforce desired behavior.

Inappropriate techniques:

a. Yelling at students.
b. Beginning a lesson without student attention.
c. Embarrassing students.
d. Punishing students.
e. Reinforcing undesirable behavior.

2. Presenting Directions

a. Giving directions orally.
b. Writing directions on the blackboard.
c. Preparing a handout with written directions.
d. Demonstrating what is to be done.
e. Using taped or slide-taped instructions, for either group or individual use.

3. Establishing rapport

   a. Choose objectives which are challenging but attainable.

   b. Plan alternative approaches to provide for varying interests and capabilities of students.

   c. Relate experiences of students to objectives to provide relevance to instructional activities.

   d. Consider physical development and disabilities of students in selecting activities.

   e. Consider experiential background of students in selecting objectives and activities for a group of students.

   f. Recognize the need to provide success experiences for all children in the group.

   g. Consider cultural and ethnic background of students in selecting instructional activities and objectives.

   h. Encourage students to share material, thoughts or feelings with the teacher and/or the class.

4. Alternative Strategies

   a. Models

      (1) Social interaction (group investigation, social inquiry, laboratory method, role-playing, simulation)

      (2) Information processing (inductive thinking, scientific inquiry, cognitive growth)

      (3) Personal (nondirective approach, awareness training)

      (4) Behavior modification (programmed instruction, anxiety reduction, assertive training, simulation)

b. Techniques

(1) Changing topic or activity when interest is lost.

(2) Rewarding and restating, or using alternative activities when student responses indicate non-comprehension.

(3) Completing assigned preparation in class when assignments have not been completed out of class.

(4) Introducing physical activities when students show signs of fatigue or stress.

(5) Changing the level of instruction when students show anxiety or fear of trying assigned activity.

(6) Pursuing alternative avenues of exploration when student responses or questions indicate student interest.

(7) Changing method of instruction.

(8) Utilizing audio-visual materials.

(9) Alternating quiet and active activities.

(10) Rewarding directions and/or materials for better understanding.

(11) Ensuring activities are suitable for students abilities and interest.

(12) Following up on student suggested activities.

5. Use of Media

Recommended Procedures

a. Prepare the students by introducing the film or other media and pointing out important things to watch for while viewing.

b. Follow the presentation with an immediate discussion.

c. Have students write reports concerning what they saw and heard.

d. Preview the film or other media to be certain that the presentation relates to the objectives of the lesson.

e. Follow the viewing with research into other sources for information on the topic.

Practices which do not enhance the educational value of forms of media:

a. Using film and other forms of media for entertainment or to fill time.

b. Presenting films without informing students of the purpose of the presentation.

c. Using films and other forms of media which are too long for the age group to which they are being shown.

6. Involvement of Students

Recommended Procedures:

a. Utilizing student interests as a basis for curriculum building.

b. Maintaining good, clear communication between teacher and students.

c. Utilizing student preferences in working procedures and activities.

d. Utilizing individualization in assignments.

e. Utilizing group projects, group discussion, role play, and (appropriately) lectures, seminars, and lab work.

f. Securing materials and tasks at an appropriate level for the class.

g. Using audio-visual aids for motivation and extension of concepts.

7. Arrangement of the Classroom to Facilitate Teaching and Learning.

Authorities agree that there are certain principles for room arrangement of materials and equipment and of ways to manage the environment in order to foster positive attitudes and effective learning. Of the many principles discussed, the following appear to have relevancy for this competency:

a. Principles

(1) Learning does not reside totally in a given student's efforts; conditions in the environment can be strong influences.

(2) The most efficient way to change a student's behavior may be to change elements in the environment

(3) Movable furniture will permit various types of grouping for various purposes (e.g., quiet or noisy; individual or group)

(4) Physical elements, to the degree possible, should be varied during the school year

(5) Large and comfortable work areas promote better attitudes

(6) Individualized instruction or small-group instruction require bulletin boards, displays, and areas for work produced.

(7) Easy access to materials is a positive influence on both teachers and students

b. Considerations for material storage:

(1) Informing students of use and care of materials

(2) Providing easy access to materials by teacher and students (ease of distribution)

(3) Locating materials in close proximity to an activity

(4) Formulating security measures

Environmental factors (distractions) affecting learning:

(1) Outside noise
(2) Safety
(3) Health
(4) Security
(5) Closeness
(6) Social climate
(5) Following safety guidelines
(6) Planning for physical movement
(7) Conservation of time, materials, and management
(8) Noise factors.

Activities:

(1) Presentations (lecture, panel, debate, film, videotape)
(2) Demonstrations (rehearsals, drills, skills, practice lab)
(3) Reading (individual silent, individual oral)
(4) Drama (skits, pantomime)
(5) Discussion (group, buzz sessions, brainstorming)
(6) Cases (case study of a problem situation; critical incidents)
(7) Graphics (group painting, group collage)
(8) Role understanding (role play, social simulation, videotape)
(9) Games
(10) Participative directed inquiry or discovery (under teacher guidance)

Structure:

(1) Learning centers
(2) Interest centers
(3) Library
(4) Games
(5) Group centers
(6) Large-group interaction
(7) One must consider individual assignments, small-group activities, and large-group interactions.

8. Handling Special Needs

a. Use of different material (see also IV D)

(1) Selection might include new or different but proven materials

(2) Adaptation might include remediation on

(a) Similar but different materials

(b) The same materials written at a lower level of difficulty

(c) The same materials with supplemental materials containing instruction on prerequisite skill

(d) The same materials through a change in teaching method, e.g., group to tutorial

(3) Development might include

(a) Self study materials for remediation

(b) Self study materials for enrichment

(c) Exercises for practice to enhance retention or transfer

b. Use of different procedures, suggested modifications

(1) Arranging steps small enough to assure mastery of objectives by slower learners.

(2) Providing objectives beyond the minimum essentials for the more able students.

(3) Beginning with the actual entry level skills of the student(s) to insure the possibility of success (for whatever learner characteristics)

(4) Use of

(a) Auditory

(b) Visual non-verbal

(c) Psychomotor

(d) Social interaction

9. Student Teacher Relationships

a. Rationale (Research shows positive and significant relationships between):

(1) Teachers' levels of interpersonal functioning and student attendance

(2) Teachers' interpersonal functioning and students' gains on achievement test scores

(3) Teacher's interpersonal functioning and enhanced student self-concept

Strategies to improve interpersonal functioning appear to be:

(1) Involvement of students in curriculum selection and classroom management strategies

(2) Improved empathetic qualities

(3) Viewing students as basically good, able, and trustworthy

123

b. Principles - Student Variables

(1) A mild level of anxiety may aid in student achievement

(2) A high level of anxiety may interfere with learning and with feelings of belonging in the classroom

(3) Feelings of high self-worth may further learning and relationships with teachers and other students.

(4) Feelings of low esteem may interfere with feelings of belonging and with learning

(5) Feelings of dislike of teacher and/or of school may hinder relationships and learning

(6) Feelings of love and belonging may promote learning and rapport in the classroom

(7) Feelings of safety and security in the classroom will permit students to open up to teachers and to learnings.

(8) Feelings of anger or rage brought into the classroom from outside sources may obstruct rapport and learning in the classroom.

(9) Shared experiences and feelings will promote feelings of rapport between students and teacher

Principles - Teacher variables

(1) Low expectancy of self or of students or lack of self-confidence may influence rapport and learning in the classroom.

(2) Dislike of children and/or of teaching will affect the classroom climate and hinder student progress.

(3) Shared experiences and enthusiasm for learning together will enhance rapport and learning

(4) Negative feelings brought into the classroom from outside sources by the teacher may influence students' feelings for the teacher and the learning process

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I. CLASSROOM MANAGEMENT

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